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ABSTRACT

Since the creation of the National Cooperative Educational Statistics System in 1988, states have joined with the National Center for Education Statistics to produce and maintain comparable and uniform education statistics. Through the National Forum on Education Statistics, states have met to develop and propose a set of basic data elements for voluntary use. Using these data elements will provide more comparable and reliable education information for any educational system adopting the common terminology. The basic data elements will not meet every education information purpose, but a set of basic data elements should help answer the most frequently asked questions about the administration, status, quality, operation, and performance of schools and school systems. This report presents a process for selecting and including new data elements in an information system and the student and staff elements that can be used to create information for conducting the day-to-day administration of schools and school districts; completing federal and state reports, and creating indicators that address questions about the success and functioning of education systems. The basic data elements selected for student information systems are grouped into categories of: (1) personal information; (2) enrollment; (3) school participation and activities; (4) assessment; (5) transportation; (6) health conditions, special program participation, and student support services; and (7) discipline. Similar elements defined for staff information systems include personal information, educational background, qualification information, current employment, assignments, and information on career development and separation from employment. An appendix contains discussions of policy questions, indicators, and basic data elements. (SLD)

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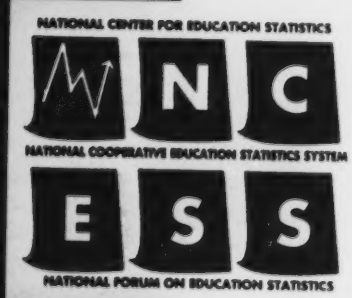
ED 410 309

Basic Data Elements

For Elementary and Secondary Education Information Systems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Basic Data Elements

For Elementary and Secondary Education Information Systems

June 1997

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Foreword

This document represents a collaborative effort of representatives of education agencies and associations at the local, state, and national levels who participate in the National Forum on Education Statistics. The Forum was initiated in response to the Hawkins-Stafford Education Improvement Amendments (Public Law 100-297) which established the National Cooperative Education Statistics System. The Cooperative System was created in 1988 to respond to Congress' desire to create a mechanism for states and the federal government to work together to produce comparable and uniform education statistics for policy making at all levels of government. The Forum's mission is to develop and recommend strategies for strengthening a voluntary national education data system—one that fosters cooperation among existing local, state, and federal systems—to support the improvement of public and private education throughout the United States.

Early in its existence, the Forum developed a strategic plan. One of the major goals described in the plan is:

> to develop a comprehensive core system of comparable local, state, and federal data useful to policy makers and educators at all levels of government. The Forum will identify and define the core data needed to operate schools and districts, to support state and federal program reports, and to guide education policy at all levels.

It was hoped that core data would be able to answer policy and program questions with maximum efficiency and minimal extra burden on respondents.

In 1994, the Forum's National Education Statistics Agenda Committee established a task force to identify a comprehensive and dynamic core of data elements based on clearly-defined criteria that meets the requirements specified in the goal stated above. This report contains the recommendations of the task force for a set of *basic data elements* that provides the information needed to operate schools and districts, support state and federal program reporting, and guide education policy at all levels. Contained in this report is a set of student and staff level data elements. Areas such as school finance and facilities are not addressed in this report. Additional work will be done to identify data elements in these areas. In addition, the task force will continue additional review of federal reporting data elements, taking into account the changing data requests from the federal government. While this report does capture many of the data elements needed for state and federal reporting, state and local data collectors still need to examine and incorporate those data elements that are critical for state and local reporting purposes.

Also contained in this report is a recommended process for identifying and periodically updating the set of data elements to be maintained by a school, school district, state education agency, or other education unit with a need for student and staff information.

This set of *basic data elements* does not include data elements more typically collected in sample surveys or those reflecting unique local and state activities. The purpose of these *basic data elements* is to provide a common language to promote the collection and reporting of comparable education data to guide policy and assist in the administration of state and local education systems.

Acknowledgments

Leadership for this project was provided by a task force consisting of representatives from state, regional, and national education agencies and associations. The persons who served on the task force for one or more years include Thomas Soltys (Delaware), Chair from April 1994 to April 1995; Dori Nielson (Montana), Chair beginning in May 1995; Ken Adler (Wisconsin); Matthew Cohen (Ohio); Lynn Cornett (Southern Regional Education Board, Atlanta, Georgia); Lavan Dukes (Florida); Gary Farland (Minnesota); Hal Robins (Utah); Ed Sloat (Arizona); and Judith Thompson (Connecticut). Participating from the National Center for Education Statistics were Carol Sue Fromboluti, Lee Hoffman, and Mary Rollefson. Providing assistance to the task force were Barbara Clements, Carol Lam, and Tom Szuba of the Council of Chief State School Officers.

The task force is indebted to the numerous local, state, and national education agency and professional organization representatives who served on focus groups, reviewed the draft documents, and participated in round table discussions. Their comments on the feasibility of implementing such a set of *basic data elements* are especially appreciated.

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Section I

Executive Summary

Basic Data Elements
Executive Summary

Since the creation of the National Cooperative Educational Statistics System in 1988, states have joined with the National Center for Education Statistics to "produce and maintain ... comparable and uniform education statistics." Through the Cooperative's guiding organization, the National Forum on Education Statistics, states have met to develop and propose a set of *basic data elements* for voluntary use. Using these *basic data elements* will provide more comparable and reliable education information for any educational system adopting the common terminology. It will also reduce redundancy and alleviate burden on data collectors and providers.

What Are the Basic Data Elements?

The *basic data elements* are building blocks for an education information system. The implementation of these *basic data elements* can provide data for:

- education policy and decision making for elementary and secondary education;
- the understanding, operation, management, and improvement of local and state education systems and federal education programs; and
- comparable statistics at the school, district, state, and national levels.

The *basic data elements* included in this report will **not** meet every education information purpose. Although this report captures many of the data elements that are needed for state and federal reporting, additional review of federal reporting data elements will be continued by the Forum on Education Statistics, taking into account the changing data requests from the federal government. In addition, state and local data collectors must examine and incorporate those data elements that are critical for state and local reporting purposes.

Policy Questions, Indicators, and Basic Data Elements

How well are our children learning? What is the cost of public education? Do all students have the same opportunities to study challenging subject matter? Do students in the U.S. learn as much as their counterparts in other countries?

People who have tried to monitor the progress of students in their school systems or compare their education systems with another know that simple answers are hard to find. How do we know the exact content covered in a course? Do the names given to staff positions in different parts of the country have enough consistency to know what they really do? With

variations in terms, how can a district compare its students, staff, services, programs—not to mention its effectiveness—with those in another district?

The most important use of this set of *basic data elements* is to help schools address the needs of students. When these data elements are maintained at the school or district level they can provide information for teachers to monitor student needs, parents to become aware of their children's performance and principals to make better decisions regarding their schools and to ensure that students have qualified teachers and administrators. More comparable information enables state and local government leaders and the public to gauge the effectiveness of schools and how education dollars are being spent.

How To Use the Basic Data Elements

A set of basic data elements should provide the means to answer the most frequently asked questions about the administration, status, quality, operation, and performance of schools and school systems. But comparable, reliable, valid, measurable, and regularly collected data have not been available to do so.

This report is a first step to accomplish this task. The report contains:

- a process for selecting and including new data elements into an information system, making it more comprehensive and dynamic; and
- student and staff data elements that can be used to create information for
  - conducting the day-to-day administration of schools and school districts;
  - completing federal and state reports; and
  - creating indicators that address questions about the success and functioning of education systems.

Future Directions

The information needs of education systems are constantly changing and education information systems must be modified to meet those needs.

This report contains a process for identifying the data needed to accommodate these changes. Using the established criteria, items can be added and deleted over time. Moreover, school systems can use the elements that are locally relevant and add their own items to complement the set. The intent of this report is to assist in data collection and to facilitate the sharing of information through commonly agreed upon definitions.

Section II

Introduction

Section II
Introduction

Policy makers at all levels of the education system in the United States recognize the need for comparable and complete information about public education. The lack of high quality data, described in *A Nation at Risk* in 1983, is even more critical in this era of reform and greater school accountability. The solution to our data needs must balance the desire for a greater amount of local flexibility and freedom from regulations with the need to accurately monitor the progress of the students served with public funds. Governors, state legislators, other state and local policy makers, and the public want the capability to evaluate their schools by comparing them to schools in other states and nations. Such comparisons, however, are problematic if the information is not collected using comparable definitions, procedures, and time schedules.

In the United States, the public education system is decentralized. As a general rule, schools, school districts, and state education agencies collect education data for their own planning and operational needs. Most states do not share the same data requirements or systems for collecting and reporting data. In order for American education at all levels to operate effectively and continue to improve, a coordinated data system comprised of comparable and comprehensive information first must be established.

In recent years, the leadership for identifying and promoting "best practices" in the area of education data collection has come from the National Forum on Education Statistics, which consists of representatives from state education agencies, the U.S. Department of Education, especially the National Center for Education Statistics (NCES), and professional education associations. The Forum, established by the National Center for Education Statistics in 1989 to assist with the implementation of Public Law 100-297, the Hawkins-Stafford Education Improvement Amendments, has established various task forces to focus on issues related to data policy and cooperative data improvement at all levels of education governance.

This report presents the recommendations of one such task force. This document contains a set of recommended *basic data elements* that, if maintained at the school, district, and state levels in a standard format, will inform key decision makers charged with the responsibility for ensuring that schools meet the education-related needs of children.

The focus of this report is on early childhood, elementary, and secondary education. The set of *basic data elements* reflects data needed for education-related activities. The set does not contain data elements on social services received by children or on juvenile detention activities. Data maintenance and reporting requirements in these areas vary considerably from site to site; therefore they were not included in the set.

The *basic data elements* included in this document will **not** meet every education information purpose. Although this document does capture many of the data elements that are needed for state and federal reporting, additional review of federal reporting data elements will be continued by the National Forum on Education Statistics, taking into account the changing data requests from the federal government. In addition, state and local data collectors must examine and incorporate those data elements that are critical for state and local reporting purposes.

The data elements included in this report were selected, in part, because they can provide answers to current key questions about the status, quality, and performance of the education system. Questions change over time. In addition, there are changes in data needs for reporting and for managing an education system. Thus, this report includes a process for identifying additional basic data elements as existing data systems are updated, or new ones established.

The National Forum on Education Statistics presents this report as a tool to guide state and local school systems in selecting the basic data elements that logically comprise an information system. These *basic data elements* can be used whether in a paper-based or computerized system or a combination of these media. Use of these recommendations is voluntary and the report does not imply that all of the listed data elements should be maintained by any agency. Each education agency must determine the extent to which specific data are needed.

The Role of the Basic Data Elements

The *basic data elements* are building blocks that can be used to create comparable education information at all levels of the school system. The most important use of this information is to help schools address the needs of students. Ideally, maintaining a comprehensive set of basic data elements (such as the set included in this report) at the school or district level provides the information needed for teachers to monitor student needs, parents to become aware of their children's performance, and principals to monitor students' performance and ensure that students have qualified teachers. Superintendents, boards of education, and the public can use the information to monitor the effectiveness of the school system and to know where education dollars are spent.

Many of these *basic data elements* already exist in school, school district, or state education agency data systems. However, they are often defined differently from site to site and from year to year. In addition, these data elements may be maintained in more than one place within a school or school district using different definitions or collected on systems that cannot be linked. This report promotes the use of a common vocabulary, which will increase comparability, reduce redundant data collection, and promote communication across jurisdictions.

Much information on students and staff relates to courses–classes, and this information is often kept in a school's information file, rather than in an individual student or staff member's file. At the time this list was identified, the task force did not address what data should be kept in a school file; however, consideration was given to what information must be maintained about a student or staff member and go with the person when transferring schools or employment.

Definitions of Data Elements and Indicators

Data elements are the basic units, or fields, in a database. Data elements can provide information about many entities: students, teachers, schools, and others. On a paper form or questionnaire, data elements are the individual blanks that must be completed.

Some data elements describe characteristics that rarely or never change, such as a student's name or date of birth. Other data elements, such as a student's grade assignment or a teacher's years of experience, reflect conditions that change over time.

There is also a distinction between simple data elements that cannot be broken down into component information (gender, for example) and data elements that are aggregated or computed from others. Examples of the latter are a student's grade point average or a school's average daily attendance. The set of *basic data elements* includes both stable and changing information, and computed as well as simple data elements.

Indicators are data elements, or combinations of data elements, that provide information about the status of the education system. They are measures of "health" or progress in a system. Student assessment results answer questions about whether student performance is improving. Statistics on the number of discipline incidents at a school can address whether or not schools are safer than they were a decade ago.

The indicators discussed in this report are typically aggregate counts (such as the number of students with Individualized Education Programs or IEPs) or computed rates (percentage of students dropping out). The indicators used to identify elements for inclusion in the set of *basic data elements* do not refer to individual students or staff members, but are derived from individual records. For example, the number of students taking advanced placement (AP) courses is an indicator of school quality that is created from data about individual students. A database may contain indicators as data elements, or the components for indicators can be maintained in individual records, allowing the indicators to be computed when they are needed.

The Selection of the Basic Data Elements

The set of *basic data elements* contained in this report was selected by education professionals at the local, state and national levels as essential to the operation, management, and improvement of local and state education systems and to the development of education policy at

all levels. The first release of this report contains data elements related to student and staff members, particularly teachers. Data elements on school finance and facilities, as well as other identified areas, will be included in subsequent releases.

Several assumptions were made by the task force overseeing this project during the selection of the *basic data elements*.

1. Individual student and staff administrative records are maintained for administrative reasons at the school or district level and contain most of the basic data elements.
2. The selected data elements may reflect data collected on subgroups of students and maintained in specialized records systems.
3. Using identified standard definitions, formats, and collection procedures for the data elements (such as those from the *Student Data Handbook*[1] and the *Staff Data Handbook*[2]) enables data to be aggregated to provide comparable statistics at the school, district, state, and national levels.
4. The identified elements are applicable for data collection and reporting activities of both public and private education.

The selection of the set of *basic data elements* involved a process similar to the one presented in section III of this report. Three activities were completed by the task force.

- Questions about the success and functioning of the schools were identified, followed by the selection of indicators that provide at least partial answers to those questions. Data elements needed to create the indicators were then identified. (See appendix A for the list of key questions and indicators identified by the Task Force.)
- Student and staff data elements for completing reports to be submitted to federal agencies (and some state agencies) were identified.
- Data elements needed for the day-to-day operations of schools and school districts were identified.

Once the data elements were identified, the task force screened each of the *basic data elements* through criteria established at the beginning of this process.

- The data element should be collected on a regular and timely basis.
- The data element should be reliable.

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[1] *Student Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, DC, 1994.

[2] *Staff Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, DC, 1995.

- The data element should be valid.
- The data element should be quantifiable or measurable.
- The data element has been consistently defined by a recognized body.
- The set of data elements taken together provides for valid measures of desired indicators.

Following the selection, various state and local educators were asked to review the set of *basic data elements*. Subsequent work will be done to analyze the feasibility of implementing the set by local and state education agencies, and to determine what types of assistance may be needed to promote implementation and maintenance of comparable data across education systems.

Contents of This Report

This report provides two major types of information for use by the reader. First, section III describes a process that can be used by local or state education agencies to identify the data needs of the agency and to select the data elements. This process can be used by an education agency or school that is moving from paper records to automated records. It can also be used by those planning to revise or update their systems.

Section IV contains a description of how local and state education agencies can use this document to promote the maintenance of more comprehensive and comparable data for use in decision making. The ideas contained in this section go beyond simply maintaining the set of *basic data elements* and include suggestions that support the development of a sound and useful information system.

Sections V and VI contain the specific data elements identified for inclusion in the set of *basic data elements*. These data elements are presented as a first cut or starting point for establishing and revising data systems. It should be remembered that use of this set is voluntary. Furthermore, data requirements change, just as our ability to maintain data efficiently and securely changes. The set of *basic data elements* will need to be revised over time in response to emerging policy needs and innovations in information technology, just as an education agency's set of data elements should be periodically reviewed and revised.

Section III

A Process for Selecting Basic Data Elements

Section III
A Process for Selecting Basic Data Elements

This section describes the steps that can be used in developing a set of basic data elements useful to a school, school district, or state education system. The process helps produce agreement on a set of basic data elements, which in turn can reduce costly data collection redundancy, lessen the data reporting burden on respondents, and increase data comparability across systems. Though not all education systems share the same requirements or needs for collecting and reporting data, there is considerable commonality in education goals, objectives, and services across all levels and regions of the United States. When common definitions and formats are used for the data elements, aggregate data will provide comparable statistics at the school, district, state, and national levels.

The steps of this process are illustrated in figure III-(A). These steps can be used to identify a basic set of data elements for an education data system that will meet various needs.

Step 1 Identify Information Needs

Information is not without cost, and no data element should be collected unless a clear and specific need for it has been identified. All relevant parties—policy makers and other data users, potential providers, and data system specialists—should be included in the process of selecting data elements for a data system. The process should begin with an examination on a wide range of information needs. Three major areas for which education information is needed are: program administration, state and federal legislative and program reporting mandates, accountability, and policy planning.

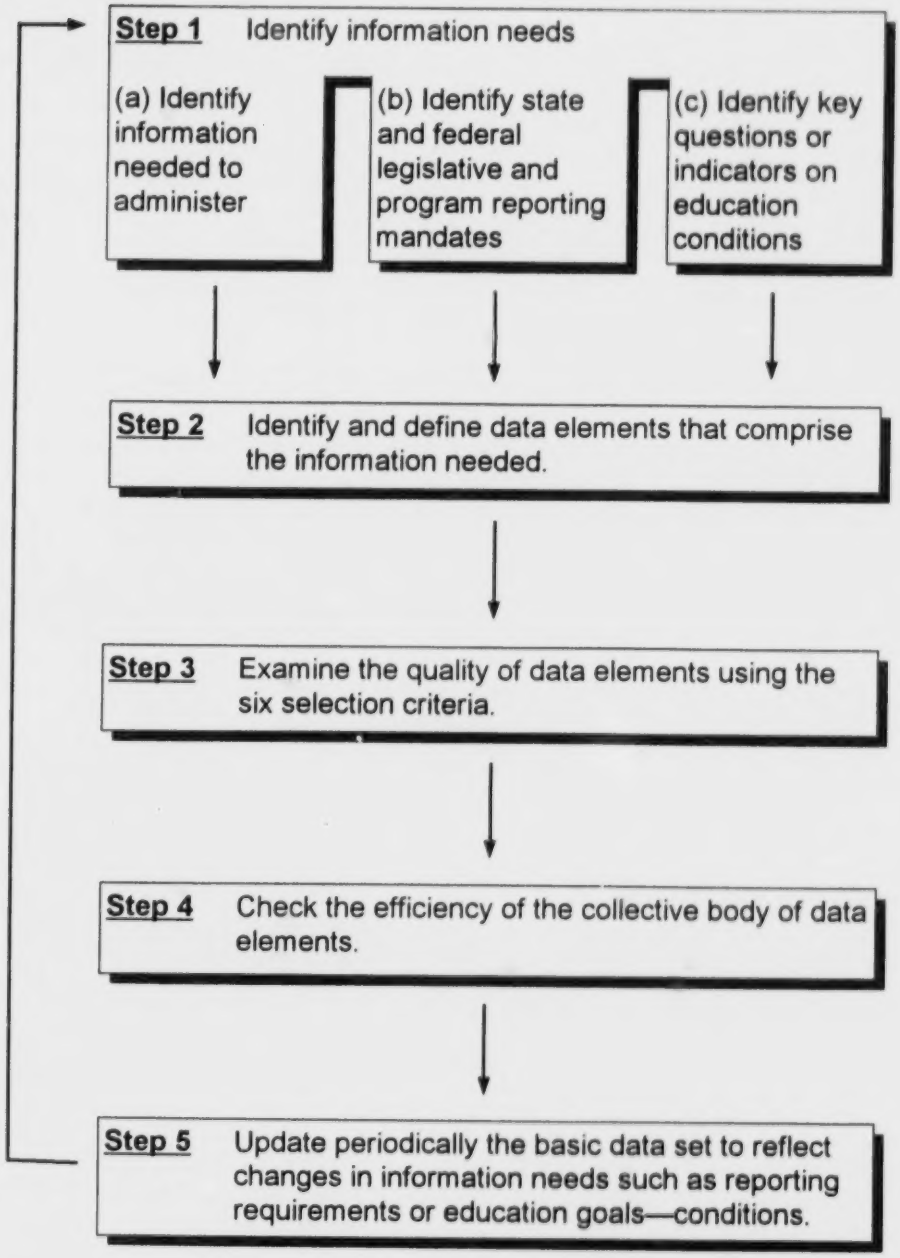
(a) Identify information needed to administer programs

In general, schools, school districts, and state education agencies collect education data to meet their own planning and operational needs. For instance, principals need data about the number of students enrolled by grade level to plan for appropriate staffing and services.

(b) Identify state and federal legislative and program reporting mandates

A basic set of data elements should be applicable to the data collection and reporting responsibilities of the education system. For example, if the state legislature requires a report of the number of students participating in state-funded programs for gifted and talented students, then such information must be included in a school or school district database.

Figure III-(A).—A process for selecting basic data elements


Step 1 Identify information needs
(a) Identify information needed to administer
(b) Identify state and federal legislative and program reporting mandates
(c) Identify key questions or indicators on education conditions
Step 2 Identify and define data elements that comprise the information needed.
Step 3 Examine the quality of data elements using the six selection criteria.
Step 4 Check the efficiency of the collective body of data elements.
Step 5 Update periodically the basic data set to reflect changes in information needs such as reporting requirements or education goals—conditions.

(c) Identify key questions or indicators on education conditions

Questions should be identified that are central to administrative or policy needs, help to monitor educational outcomes, and lead to formulation of effective education policies. Indicators that answer key questions concerning education conditions should also be identified. For example, student retention rates, together with students' attendance patterns, suspension and expulsion rates, and mobility rate, are indicators for answering the question: "Are students in school, that is, what are the patterns of participation in school activities?"

Step 2 Identify and Define Data Elements That Generate the Information Needed

This step calls for identifying and defining specific data elements to provide the needed information. For instance, individual student's enrollment status, entry date, entry level, and exit–withdrawal date are data elements needed to generate the information concerning the number of students enrolled by grade level.

Step 3 Examine the Quality of Data Elements Using the Six Selection Criteria

The data elements identified are to be screened by the six selection criteria for technical quality and feasibility. (See exhibit III-(I))

Step 4 Check the Efficiency of the Collective Body of Data Elements

Review the efficiency of the overall set of chosen data elements. When taken as a whole, does the basic set of data elements provide a net savings in data collection and reporting efforts or a net gain in availability and utility of information? For example, student's entry level does not need to be collected separately to calculate both the "student enrollment by grade level" and "student retention rate by grade level."

Step 5 Update Periodically the Set of Data Elements to Reflect Changes in Information Needs Such as Reporting Requirements or Education Goals–Conditions

The set of data elements should be dynamic. As policy makers move in new directions, new information about the education system will be needed. A set of data elements should be updated periodically to ensure that it meets the information needs of the education system.

Exhibit III-(I).—Criteria for evaluating the quality of data elements

1. **The data element should be collected on a regular and timely basis.** The data element should be one that is gathered and used on a regular basis. There is no efficiency in standardizing an element that reflects a one-time need or an unusual bit of information. In addition, the collection of this data element should occur at a time that is appropriate for the intended users.

2. **The data element should be reliable.** The data should be a consistent measure for every entity (such as individuals, schools, or districts) and from one time to another.

3. **The data element should be valid.** The data should measure what they purport to measure. A data element should reflect a logical and meaningful description of an entity, for example, an individual, a school, or school district, and it should not be easily subject to distortion.

4. **The data element should be quantifiable or measurable.** The data to be collected can be defined, listed, codified, or otherwise described in a consistent, readily interpretable manner.

5. **The data element has been consistently defined by a recognized body.** The data element should have a standardized definition so that data can be collected in a reliable manner. This definition should be one that is available from a legitimate professional source and is generally accepted by the field as appropriate.

6. **The data elements together provide for valid measures of desired indicators.** Desired indicators include measures of student or institutional performance, equity, and efficiency.

A school, district, or state education agency (SEA) could use this process to select the data elements to be included in a student information system. The SEA could also use this process to identify what aggregate or computed data are needed from schools or school districts. The SEA could then work with the schools and districts to ensure that the data elements have uniform definitions and the data are obtained using comparable collection procedures.

Section IV

Implementing the Basic Data Elements

Section IV
Implementing the Basic Data Elements

Adopting the contents of this report (or adapting it to local conditions) should increase the capacity of an education agency or school to respond to the questions of educators, the community, and parents about the functioning and effectiveness of schools. However, implementation requires the commitment of all those involved in providing, collecting, maintaining, reporting, and using the data. In this section are some general activities incorporating the set of *basic data elements* that state education agencies can use to support the development of a more effective information system at the state and local levels.

1. Adopt the Process for Selecting Basic Data Elements.

The process described in section III of this report provides for varying perspectives to be included in the selection of data elements needed for an information system. Allowing for considerable participation in the identification process can help to reassure participants that their perspectives are being taken into consideration and to build the commitment of participants to the final product. For instance, state education agencies (SEAs) could bring together representatives of schools and districts within the state to discuss information needs and ways to collect and record the information. If an SEA intends to collect individual student or staff data, district and school personnel should help to decide what data elements should be collected, when they should be collected, how the data elements should be defined, and how the data will be used. If an SEA does not intend to collect individual student or staff level data but wants to improve the comparability of data it collects in the aggregate, it could use the process to work with school and district personnel to develop a consensus on what data must be collected by all schools and districts within the state and what definitions and collection procedures should be used by all.

2. Incorporate the Process into All Data Planning and Development Activities.

SEAs can use this report to review the contents of their existing information systems and the processes used to collect, analyze, and report data to education decision makers and the public. Data elements may be dropped from existing systems because they do not meet the criteria described in the review process. SEAs can look at where there is redundant and conflicting data collection, and bring data collectors and users together to ensure that data collection is done more efficiently and effectively. SEA staff can provide feedback to legislators on what data are available, and what it would take to get additional data to meet legislative needs for information. SEA staff can then review and select new software and hardware in light of information needs after they have completed the selection process.

Data obtained through a more coordinated and efficient information system should be more useful, and the state should have better information for making decisions about such issues as merging districts, building new schools, and revising school or program structures.

3. Use the Contents of This Report To Encourage Schools and Districts To Provide Better Quality Data.

SEAs that adopt *basic data elements* from this report along with the definitions and selection process can use this report to help evaluate the quality of the data provided by schools and districts and encourage districts to adopt more comparable data sets. For instance, SEAs can return data to schools and districts if they do not comply with the definitions and collection procedures specified by the state. SEAs can use the comparable data from schools and districts to inform the public. Schools and districts that do not comply with data collection and reporting requirements would not be included.

4. Provide Training and Support for Schools and Districts To Use the Contents of This Report.

Many SEAs meet regularly with SEA, local education agency (LEA), and school personnel responsible for collecting, reporting, and using data. These gatherings provide an excellent opportunity for local educators to learn what is desired by the SEA and where they might not be meeting reporting requirements. SEA personnel benefit from these meetings because they can learn what problems local educators are having in the collection and reporting of data, provide training and technical assistance, and build commitment to the provision of better quality data. SEA personnel can use the contents of this report to provide training to school and district personnel about how to make their information systems more effective and efficient. For instance, in their training materials, SEAs may include specific examples to illustrate the process of selecting basic data elements (figure IV-(A) on page IV-5) and to show how the six selection criteria can be used to evaluate the quality of data elements (exhibit IV-(I) on pages IV-6 to IV-8). SEAs can identify which *basic data elements* they consider most essential, provide definitions for the data elements, and describe data collection procedures to ensure that schools and districts are providing comparable data.

5. Advertise Compelling Reasons for Districts and Schools To Use This Report.

State education agencies should share the contents of this report with schools and school districts, since educators at those levels also need to develop information systems to answer important questions of educators, the community, and parents. Schools and districts are held accountable for the performance of their students. Local ability to address accountability issues depends on having good quality data available; therefore the process proposed in this report and

the data elements recommended for inclusion in a data system can help schools and districts to ensure that needed data are available, interpretable, and useful.

Schools and districts can use the process and data element definitions included in this report whether or not their information systems are automated. These guidelines are relevant to paper-based systems as well as automated systems. Schools and districts with paper-based information systems can use this report when they review how they are currently collecting data to make improvements, and the guidelines can help them make changes that will position them for movement to automated information systems in the future.

An information system designed using the guidelines included in this report can result in a reduction in data burden and data duplication as well as improve the quality and availability of the data. The use of common data elements across school sites will allow for information to be compared so that outstanding programs or programs in need of assistance can be identified. Schools and districts with similar characteristics can be encouraged to share ideas that work with their students.

This report captures many of the data elements that are needed for state and federal reporting. However, additional review of federal reporting data elements will be continued by the National Forum on Education Statistics, taking into account the changing data requests from the federal government. In addition, state and local education agencies must examine and incorporate those elements that are critical for state and local reporting purposes.

6. Work With State and Local Software Vendors To Incorporate the Basic Data Elements and Their Definitions.

State and local education agencies can use this report to assist them as they review the contents of various administrative software programs to see if the *Basic Data Elements* are included. In addition, the process can help educators at all levels of the education system to encourage software vendors to provide products that meet the various analysis and reporting needs of schools and districts. By promoting the inclusion of the data elements as they are defined in this report, education agencies can ensure that the formats used will provide flexibility and address data collection issues in ways that will meet educators' information needs in the future.

Conclusion

There are many ways in which state education agencies can work with schools and school districts to improve the collection and use of high quality data. This report addresses issues related to the selection of data elements to include in an information system that provides information for administering the schools, providing instructional services to students, monitoring the quality and progress of the education system, and completing reporting

requirements. Through a collaborative process for reaching agreement on the inclusion of data elements in an information system, such as is described in this report, states can build commitment to the availability of high quality, useful data on schools. In addition, education systems can adjust to changing data needs as they promote improvement in the provision of services to students.

Figure IV-(A).—A process for selecting basic data elements, illustrated with specific examples

1 Identify information needs:

(a) Identify information needed to administer programs:
E.g., Number of Students enrolled by Grade Level

(b) Identify state and federal legislative and program reporting mandates:
E.g., Number of Students Participating in Individualized Education Program

(c) Identify key questions or indicators on education conditions:
E.g., Student Retention Rate by Grade Level

2 Identify data elements (DE's) that comprise the information needed:

DE's: Enrollment status; Entry Date; Entry Level; Exit/Withdrawal Date	*DE's: Individualized Program Type*	*DE's: Entry Level; Nonpromotion Reason*

and define data elements:

Data Element No[1].: 073; 080; 083; 104	*Data Element No.: 314*	*Data Element No.: 083; 158*

3 Examine the quality of data elements using the six selection criteria:

(i) The data elements should be collected on a regular and timely basis;
(ii) The data elements should be reliable;
(iii) The data elements should be valid;
(iv) The data elements should be quantifiable or measurable;
(v) The data elements have been consistently defined by a recognized body, such as the Student Data Handbook[2];
(vi) The data elements selected in Step 2 provide for valid measures of desired indicators listed in Step 1.

4 Check the efficiency of the collective body of data elements:

- *To reduce redundancy, the overall set of data elements needs only one data element for student's "Entry Level," though the data element is needed to calculate both the "student enrollment by grade level" and "the student retention rate by grade level."*
- *The overall set of data elements would be: "Enrollment status, Entry Date, Entry Level, Exit/Withdrawal Date, Individualized Program Type, and Nonpromotion Reason."*
- *These data elements are defined at the individual student level from where non-personally identifiable information could be aggregated for local, state, and federal program administration, required reporting, and education condition indication.*

5 Update periodically the basic data set to reflect changes in information needs such as reporting requirements or education goals—conditions.

1 As used in the *Student Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, 1994, Washington, DC.
2 *Ibid.*

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Exhibit IV-(I).—Criteria for evaluating the quality of data elements, illustrated with examples

The six criteria for evaluating data elements are illustrated by examples of data elements possibly meeting or not meeting the criteria.

1. **The data element should be collected on a regular and timely basis.** The data element should be one that is gathered and used on a regular basis. There is no efficiency in standardizing an element that reflects a one-time need or an unusual bit of information. In addition, the collection of this data element should occur at a time that is appropriate for the intended users.

Example: Student enrollment	
✔ Data elements such as **Exit/Withdrawal Date** and **Exit/Withdrawal Type** (e.g., transfer, graduation, illness, expulsion, dropping out) are maintained throughout each school year. These data can be aggregated at the end of a school year for reporting to the district or state.	✗ Occasionally, there are one-time collections of data on particular activities of interests. These data elements, however, might not be considered basic in individual student or staff record systems. An example of such data elements would be **number of hours students report watching television**.

2. **The data element should be reliable.** The data should be a consistent measure for every entity (such as individuals, schools, or districts) and from one time to another.

Example: Student learning	
✔ **Student's attendance status in a class** provides reliable information about student's presence at or absence from each class period while school is in session. Compilation of these data results in total time spent in the class.	✗ Information on **time spent on homework or relevant educational activities outside of school** is most likely obtained through surveys to parents. Data of this kind tend to be subjective in nature. This particular data element does not provide a consistent measure for every student.

3. **The data element should be valid.** The data should measure what they purport to measure. A data element should reflect a logical and meaningful description of an entity, for example, an individual, a school, or school district, and it should not be easily subject to distortion.

Example: Teacher qualification	
✔ A valid data element to reflect whether an individual is authorized to teach a certain subject is the **Teaching field or area authorized** by an active teaching credential that the individual holds.	✗ **Time spent in past school year teaching a particular subject matter area** does not specify whether the individual is authorized to teach a certain subject-matter area.

4. **The data element should be quantifiable or measurable.** The data to be collected can be defined, listed, codified, or otherwise described in a consistent, readily interpretable manner.

Example: Professional development activities	
✔ **Number of Credits Earned** by an individual who completes a course or activity could be a quantifiable and measurable data element for a staff record. (Another data element on the **type of credits** or units of value awarded for the completion of a course may be needed to specify whether the number of credits earned refers to college credit, Continuing Education Units, or other types of credits.)	✗ **Quality of a professional development activity** is difficult to measure. There are still no data on professional development activities that are comparable across states.

5. **The data element has been consistently defined by a recognized body.** The data element should have a standardized definition so that data can be collected in a reliable manner. This definition should be one that is available from a legitimate professional source and is generally accepted by the field as appropriate.

Example: Uses of technology in schools	
✔ In general, all data elements listed in NCES' *Student* and *Staff Data Handbooks* can meet this particular criterion. The definition of the data element **Principal Medium of Instruction** can be found in the *Student Data Handbook*. Listed options of this data element include computer-based instruction, distance learning, and interactive telecommunications.	✗ On the other hand, consistent definitions concerning **students' access to the Internet or computers in schools** are yet to be established.

6. The data elements together provide for valid measures of desired indicators. Desired indicators include measures of student or institutional performance, equity, and efficiency.

Example: Student achievement information	
✔ "Average subject area proficiencies by grade level" is an indicator of how well students do on state or local tests. Here a list of six data elements may be needed to provide the information for this indicator. They are: **assessment content** (e.g., arts, math, a foreign language), **subtest type** (e.g., reading comprehension, vocabulary), **grade level when assessed, administration date, score results,** and **reporting method** (the measure in which results are presented, e.g., letter grade, normal curve equivalent, percentile rank, pass-fail).	✗ Given the same indicator, if any one of these six indicators is missing, there might not be sufficient information for answering what the average subject area proficiencies by grade level are. For example, if the data element **grade level when assessed** was missing, we would not know which grade level the student was in when he or she took the tests. As a result, we may be able to know what the average subject area proficiencies are, but we may not be able to know them by grade level of students who have taken the tests.

Section V

Basic Data Elements for Student Information Systems

Section V
Basic Data Elements for Student Information Systems

This section contains a listing of the *basic data elements* identified for inclusion in student information systems. These data elements represent essential information about students that could be maintained at a school or district level by teachers or others with whom the student comes in contact. Definitions for the *basic data elements* are provided to promote comparability in data collection and maintenance in a paper-based or electronic information system. If these data elements were part of a student record system, they would provide information for:

- making day-to-day decisions about the provision of appropriate instruction and services to students;
- determining and acting on operational needs of schools and districts for students; and
- completing most reports required by local, state, and federal education agencies.

All of the data elements selected were assumed to be needed and, therefore, maintained at the school or school district level. Thus, school or district personnel should review the set of *basic data elements* to determine if the data elements fit their information needs. Some of the data elements may not be needed because of the level of the students or other characteristics of the school or students. It is expected that additional data elements beyond this set will be needed to meet local needs. The set of *basic data elements* is presented as a set that should be consistent across school sites and districts in order to provide important information for decision making at the local and state levels.

Some states choose to maintain individual student records at the state level, and many of the data elements in this set are included in state-level databases. However, it is not recommended that all of the *basic data elements* be maintained at all levels of an education system. It is important for a state education agency to determine whether it needs to collect individual student data, and if so, what specific data elements should be maintained.

Considerations When Selecting Data Elements

The set of *basic data elements* for student information systems includes some data elements that do not need to be maintained about all students. For federal and state reporting, schools and districts must maintain data about student participation in state or federally funded programs. Not all students participate in these programs, therefore, program participation data will not be needed for all students. For example, data on Individualized Education Programs (IEPs) should only be maintained for those students participating in special education programs requiring IEPs.

Not all data must be maintained in the same paper file or computer file. Some data elements about a student may be maintained in a separate filing cabinet or computer. In order for the data to be maximally useful, however, the data should have a unique identifier for a student that can be linked with data on that student maintained in another file or computer. In addition, such a system of linked files can reduce data redundancy and burden by recording the information once in a system that can be accessed by all those who need it. This is particularly true with computerized information systems. By maintaining the data elements in a single location, there is a higher probability that data will be comparable, and not recorded with different definitions and formats.

The *basic data elements* included in this section were taken from the *Student Data Handbook on Elementary, Secondary, and Early Childhood Education*, developed by the National Center for Education Statistics. The *Student Data Handbook* contains a comprehensive listing of data elements that could be kept in a student information system. A major focus of this handbook is on standardizing data element formats for computer systems. The data elements reflect a consensus of persons in education as to the best and most flexible way to maintain student data. The data elements in the handbook are recommended, not mandatory. It is understood that many student records currently may not use the definitions or the exact formats included in the handbook. For instance, the handbook recommends the use of individual data elements for the various components of a student's name. In the *basic data elements*, four of those data elements for "name" were considered essential: First Name, Middle Name, Last/Surname, and Generation Code. Some schools, districts or state education agencies may choose to have a single data element for a student's name, rather than four. The use of four data elements provides more flexibility in a data system; however, is not necessarily essential for comparable data. In identifying the set of *basic data elements* there was a special focus on the need for comparability in how data are collected and reported. Users of this report may choose other data elements than those included in this recommended set; however, they should be sensitive to those data elements for which comparability is essential.

Student Data Elements

Included in the following are lists of:

- Basic Data Elements for student information systems; and
- definition of the Basic Data Elements for student information systems.

Data element numbers and definitions used in the lists are taken from NCES' *Student Data Handbook: Elementary, Secondary and Early Childhood Education*. Information on formatting of data elements for information systems can also be found in the *Student Data Handbook*.

Basic Data Elements for Student Information Systems

A. PERSONAL INFORMATION

Name

No.[1]	Data Element[2]	Entity Uses[3]
001	First Name	Student
002	Middle Name	Student
003	Last/Surname	Student
004	Generation Code	Student

Background Information

No.	Data Element	Entity Uses
013	Identification Number	Student
014	Identification System	Student
015	Race/Ethnicity*	Student
017	Sex*	Student
018	Birthdate*	Student
022	State of Birth	Student
023	Country of Birth	Student
026	Country of Citizenship	Student
027	English Proficiency*	Student
028	Language Type	Student
029	Language	Student
032	Migratory Status*	Student

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[1] Data element numbers as they appeared in the *Student Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, D.C., 1994.

[2] Definitions are listed in the next subsection titled "Definitions of Basic Data Elements for Student Information Systems" in order of the identifying number shown in the far left column.

[3] Entities refer to persons, places, events, objects, or concepts about which data can be collected. Definitions for the listed entity uses are also included in the next subsection on page V-11 titled "Definition of Basic Data Elements for Student Information Systems."

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Address/Contact Information

No.	Data Element	Entity Uses
037	Street Number/Name*	Student
038	Apartment/Room/Suite Number*	Student
039	City*	Student
041	State*	Student
042	Zip Code*	Student
043	Country*	Student

Parent/Guardian

No.	Data Element	Entity Uses
001	First Name*	Parent/Guardian
002	Middle Name*	Parent/Guardian
003	Last/Surname*	Parent/Guardian
004	Generation Code*	Parent/Guardian
066	Relationship to Student*	Parent/Guardian
067	Life Status*	Parent/Guardian
028	Language Type	Parent/Guardian
029	Language	Parent/Guardian
037	Street Number/Name*	Parent/Guardian
038	Apartment/Room/Suite Number*	Parent/Guardian
039	City*	Parent/Guardian
041	State*	Parent/Guardian
042	Zip Code*	Parent/Guardian
043	Country*	Parent/Guardian
071	Employer Type	Parent/Guardian
072	Highest Level of Education Completed*	Parent/Guardian

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Sibling(s) or Other School-Age Children in Household

No.	Data Element	Entity Uses
011	Name of Individual*	Sibling(s) or Other School-Age Children Living in Student's Household
066	Relationship to Student*	Sibling(s) or Other School-Age Children Living in Student's Household
018	Birthdate*	Sibling(s) or Other School-Age Children Living in Student's Household

B. ENROLLMENT

School Information

No.	Data Element	Entity Uses
073	Enrollment Status*	School
012	Name of Institution	School
013	Identification Number*	School
014	Identification System*	School
012	Name of Institution	Local Administrative Unit
013	Identification Number	Local Administrative Unit
014	Identification System	Local Administrative Unit

Entrance Information

No.	Data Element	Entity Uses
080	Entry Date*	Student
082	Entry Type	Student
083	Entry Level*	Student

Membership Information

No.	Data Element	Entity Uses
100	Number of Days of Membership*	Student

Attendance Information

No.	Data Element	Entity Uses
101	Daily Attendance Status*	Student
102	Class Attendance Status	Student

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student-staff data elements" in appendix A for detail.*

Exit/Withdrawal Information

No.	Data Element	Entity Uses
104	Exit/Withdrawal Date*	Student
105	Exit/Withdrawal Status	Student
106	Exit/Withdrawal Type*	Student
110	Expulsion Cause	Student
111	Expulsion Return Date	Student

C. SCHOOL PARTICIPATION AND ACTIVITIES

Session Information

No.	Data Element	Entity Uses
117	Session Type	School

Course Information

No.	Data Element	Entity Uses
013	Identification Number*	Class
014	Identification System*	Class
122	Subject Matter Area or Department*	Class
123	Instructional Level*	Class
124	Descriptive Title*	Class
131	Number of Credits Attempted	Class
133	Number of Credits Received	Class
136	Grade Assigned	Class

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Performance Information

No.	Data Element	Entity Uses
142	Credits Attempted: Given Session	Student
144	Credits Attempted: Cumulative	Student
146	Credits Received: Given Session	Student
148	Credits Received: Cumulative	Student
150	Grade Points Received: Given Session	Student
152	Grade Points Received: Cumulative	Student
154	Grade Point Average (GPA): Given Session	Student
156	Grade Point Average (GPA): Cumulative	Student

Progress Information

No.	Data Element	Entity Uses
158	Non-promotion Reason*	Student

D. ASSESSMENT

Assessment Information

No.	Data Element	Entity Uses
188	Purpose*	Assessment
189	Assessment Type*	Assessment
190	Assessment Title*	Assessment
191	Assessment Content*	Assessment
192	Subtest type*	Assessment
193	Level (for Which Designed)	Assessment
194	Grade Level when Assessed*	Assessment

Administrative Issues

No.	Data Element	Entity Uses
200	Special Adaptation	Assessment
201	Administration Date*	Assessment

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Score/Results Reporting

No.	Data Element	Entity Uses
205	Norm Group	Assessment
206	Norm Year	Assessment
207	Norming Period	Assessment
208	Score Range	Assessment
209	Reporting Method*	Assessment
210	Score Results*	Assessment

E. TRANSPORTATION

Transportation Information

No.	Data Element	Entity Uses
213	Transportation Status*	Student
215	Transportation at Public Expense Eligibility*	Student
216	Special Accommodation Requirements	Student

F. HEALTH CONDITIONS, SPECIAL PROGRAM PARTICIPATION / STUDENT SUPPORT SERVICES

Disabling Conditions

No.	Data Element	Entity Uses
269	Primary Disability Type*	Student
271	Secondary Disability Type*	Student
272	Tertiary Disability Type*	Student

Immunizations

No.	Data Element	Entity Uses
276	Immunization Type*	Student
278	Immunization Date*	Student
279	Immunization Status Code*	Student

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Referrals

No.	Data Element	Entity Uses
281	Referral Purpose	Student
283	Referral Date	Student

Other Health Information

No.	Data Element	Entity Uses
294	Emergency Factor*	Student
295	Related Emergency Needs	Student

Identification Procedure

No.	Data Element	Entity Uses
302	Identification Method	Student
303	Identification Results	Student
304	Participation Eligibility Indicator	Program/Service
305	Program Participation Reason	Program/Service
306	Program Participation Identification Date	Program/Service

Early Childhood Program Participation

No.	Data Element	Entity Uses
307	Caregiver/Early Childhood Program Provider*	Program/Service
308	Caregiver/Early Childhood Program Location*	Program/Service
311	Early Childhood Program Sponsorship*	Program/Service

Individualized Education Program Information

No.	Data Element	Entity Uses
314	Individualized Program Type*	Student
315	Individualized Program Date Type	Student
316	Individualized Program Date	Student

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Special Program and Student Support Service Participation

No.	Data Element	Entity Uses
318	Special Assistance Program Type	Program/Service
320	Program Funding Source	Program/Service
321	Instructional Program Service Type*	Program/Service
322	Student Support Service Type*	Program/Service
323	Transitional Support Service Type*	Program/Service

Special Program/Services Delivery

No.	Data Element	Entity Uses
327	Care/Service Intensity	Program/Service
328	Care/Service Duration	Program/Service
329	Care/Service Beginning Date	Program/Service
330	Service Setting*	Program/Service

Program Exit

No.	Data Element	Entity Uses
334	Care/Service Ending Date	Program/Service
335	Program Exit Reason	Program/Service

G. DISCIPLINE

Nature of Offense

No.	Data Element	Entity Uses
336	Offense Type*	Student
338	Offense Occurrence Date*	Student
339	Offense Occurrence Location	Student

Disciplinary Action

No.	Data Element	Entity Uses
340	Disciplinary Action Type*	Student

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Definitions of Basic Data Elements for Student Information Systems

Entity Uses[1]

Assessment—A tool, instrument, process, or exhibition composed of a systematic sampling of behavior for measuring a student's competence, knowledge, skills or behavior. An assessment can be used to measure differences in individuals or groups or changes in performance from one occasion to the next.

Class—A setting in which organized instruction of course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time.

Emergency Contact—An individual who is to be notified in the event of an emergency involving a student when the appropriate Parent/Guardian cannot be contacted.

Local Administrative Unit (LAU)—An administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coextensive with county, city, or town boundaries. Public school LAU's are often referred to as Local Education Agencies (LEA's).

Parent/Guardian—An individual having parental or legal guardianship responsibility for a student.

Program/Service—A program or service that supplements the regular school program or serves as early childhood education and care for children prior to reaching school-attendance age. These programs and services are often, but not solely, available through federal, state, or local agencies, non-profit organizations and/or other community-based organizations (or assistance provided by these entities). Services may be instructional or non-instructional in nature and may be provided within or outside of a school building.

School—An institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s).

Sibling(s) or Other School-Age Children Living in Student's Household—Any brothers, sisters (including half brothers and sisters, stepbrothers and sisters, and foster brothers and sisters) or other school age children living in the same household in which the student resides.

Student—An individual for whom instruction, services and/or care are provided in an early childhood, elementary or secondary educational program under the jurisdiction of a school, education agency, or other institution or program.

Teacher—A professional school staff member responsible for providing learning experiences and care to students during a particular time period or in a given discipline.

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[1] These entities refer to persons, places, events, objects, or concepts about which data can be collected.

Student Data Elements

A. PERSONAL INFORMATION

Name—A word or series of words by which a subject is known and distinguishable.

001 **First Name**—A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Student

002 **Middle Name**—A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Student

003 **Last/Surname**—The name borne in common by members of a family.

Entity Uses: Student

004 **Generation Code**—An appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III).

Entity Uses: Student

Background Information—Personal information about and particular to an individual, organization, or institution.

013 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Student

014 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[2]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic diocese or association number)
99 Other

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[2] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

Entity Uses: Student

015 **Race/Ethnicity**—The general racial or ethnic heritage category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies.[3]

01 American Indian or Alaskan Native—A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

02 Asian or Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

03 Black (not Hispanic)—A person having origins in any of the black racial groups of Africa.

04 Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

05 White (not Hispanic)—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Entity Uses: Student

017 **Sex**—A person's gender.

01 Female—A woman or a girl.
02 Male—A man or a boy.

Entity Uses: Student

018 **Birthdate**—The month, day, and year on which an individual was born.

Entity Uses: Student

022 **State of Birth**—The name of the state (within the United States) or extra-state jurisdiction in which an individual was born.

(Note: A list of states and extra-state jurisdictions within the United States and their codes can be found in attachment V-(1).)

Entity Uses: Student

023 **Country of Birth**—The name of the country in which an individual was born.

(Note: A list of countries and their codes can be found in attachment V-(2).)

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[3] These categories for federal reporting are identified in the Equal Employment Opportunity Commission School Reporting Form (EEO-5). Category designations do not denote scientific definitions of anthropological origins.

Entity Uses: Student

026 **Country of Citizenship**—The country to which an individual acknowledges citizenship (if other than the United States).

(Note: A list of countries and their codes can be found in attachment V-(2).)

Entity Uses: Student

027 **English Proficiency**—An individual's adeptness at English as indicated by: a) reading skills (the ability to comprehend and interpret text); b) listening skills (the ability to understand verbal expressions of the language); c) writing skills (the ability to produce written text with content and format); and d) speaking skills (the ability to use oral language appropriately and effectively).

01 Fully English proficient—An individual who is able to use English to ask questions, to understand dialogue and reading materials, to test ideas, and to interpret what is being presented. Reading, listening, writing, and speaking all contribute to an individual's proficiency in the language.

02 Limited English proficient—An individual with a language background other than English, and whose proficiency in English is such that the probability of the individual's success in an English-only environment is below that of a successful peer with an English language background.

Entity Uses: Student

028 **Language Type**—An indication of the function and context in which an individual uses a language to communicate.

01 Correspondence language—The language or dialect to be used when sending written communication (e.g., letters, facsimiles, or electronic mail) to an individual.

02 Dominant language—The language or dialect an individual best understands and with which he or she is most comfortable. A person may be dominant in one language in certain situations and another for others.

03 Home language—The language or dialect routinely spoken in an individual's home. This language or dialect may or may not be an individual's native language.

04 Native language—The language or dialect first learned by an individual or first used by the Parent/Guardian with a child. This term is often referred to as primary language.

05 Other language proficiency—Any language or dialect, other than the dominant language, in which an individual is proficient.

99 Other

Entity Uses: Student

029 **Language**—The specific language or dialect that an individual uses to communicate.

(Note: A list of languages and dialects can be found in attachment V-(3).)

Entity Uses: Student

032 **Migratory Status**—An indication that an individual, or a parent/guardian accompanying an individual, maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

01 Currently a migratory child—A child whose parent/guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past 12 months from one school district to another in order to enable the child, the child's parent/guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishery activity.

02 Formerly a migratory child—A child who was eligible to be counted and was served as a migratory child within the past five years, but is not currently a migratory child.

03 Not a migratory child—A child whose parent/guardian is not a migrant worker.

Entity Uses: Student

Address/Contact Information—Information that can be used to direct communication to an individual, organization, or institution.

037 **Street Number/Name**—The street number and street name or post office box number of an address.

Entity Uses: Student

038 **Apartment/Room/Suite Number**—The apartment, room, or suite number of an address.

Entity Uses: Student

039 **City**—The name of the city in which an address is located.

Entity Uses: Student

041 **State**—The name of the state (within the United States) or extra-state jurisdiction in which an address is located.

(Note: A list of states and extra-state jurisdictions within the United States and their codes can be found in attachment V-(1).)

Entity Uses: Student

042 **Zip Code**—The five or nine digit zip code portion of an address.

Entity Uses: Student

043 **Country**—The name of the country in which an address is located.

(Note: A list of countries and their codes can be found in attachment V-(2).)

Entity Uses: Student

Parent/Guardian—Information about student's parent/guardian.

001 **First Name**—A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Parent/Guardian

002 **Middle Name**—A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Parent/Guardian

003 **Last/Surname**—The name borne in common by members of a family.

Entity Uses: Parent/Guardian

004 **Generation Code**—An appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III).

Entity Uses: Parent/Guardian

066 **Relationship to Student**—The nature of an individual's relationship to a student.

01 Aunt
02 Brother, half
03 Brother, natural/adoptive
04 Brother, step
05 Cousin
06 Daughter
07 Father, foster
08 Father, natural/adoptive
09 Father, step
10 Friend
11 Grandfather
12 Grandmother
13 Husband
14 Guardian
15 Mother, foster
16 Mother, natural/adoptive
17 Mother, step
18 Nephew
19 Niece
20 Significant other
21 Sister, half
22 Sister, natural/adoptive
23 Sister, step
24 Son
25 Uncle
26 Ward
27 Wife
98 None
99 Other

Entity Uses: Parent/Guardian

067 **Life Status**—The condition of being living or deceased.

01 Deceased
02 Living

Entity Uses: Parent/Guardian

028 **Language Type**—An indication of the function and context in which an individual uses a language to communicate.

01 Correspondence language—The language or dialect to be used when sending written communication (e.g., letters, facsimiles, or electronic mail) to an individual.

02 Dominant language—The language or dialect an individual best understands and with which he or she is most comfortable. A person may be dominant in one language in certain situations and another for others.

03 Home language—The language or dialect routinely spoken in an individual's home. This language or dialect may or may not be an individual's native language.

04 Native language—The language or dialect first learned by an individual or first used by the Parent/Guardian with a child. This term is often referred to as primary language.

05 Other language proficiency—Any language or dialect, other than the dominant language, in which an individual is proficient.

99 Other

Entity Uses: Parent/Guardian

029 **Language**—The specific language or dialect that an individual uses to communicate.

(Note: A list of languages and dialects can be found in attachment V-(3).)

Entity Uses: Parent/Guardian

037 **Street Number/Name**—The street number and street name or post office box number of an address.

Entity Uses: Parent/Guardian

038 **Apartment/Room/Suite Number**—The apartment, room, or suite number of an address.

Entity Uses: Parent/Guardian

039 **City**—The name of the city in which an address is located.

Entity Uses: Parent/Guardian

041 **State**—The name of the state (within the United States) or extra-state jurisdiction in which an address is located.

(Note: A list of states and extra-state jurisdictions within the United States and their codes can be found in attachment V-(1).)

Entity Uses: Parent/Guardian

042 **Zip Code**—The five or nine digit zip code portion of an address.

Entity Uses: Parent/Guardian

043 **Country**—The name of the country in which an address is located.

(Note: A list of countries and their codes can be found in attachment V-(2).)

Entity Uses: Parent/Guardian

071 **Employer Type**—An indication of the general nature of the major employment of an individual.

01 Government—A federal, regional, state or local government agency.

02 Military—A branch of the armed forces.

03 Private organization—A non-governmental organization.

04 Self-employed—Earning income directly from one's own business, trade, or profession rather than as an employee of another individual or organization.

99 Other

Entity Uses: Parent/Guardian

072 **Highest Level of Education Completed**—The extent of formal instruction an individual has received (i.e., the highest grade in school or its equivalent or the highest degree received).

01 No school completed
02 Nursery school
03 Kindergarten
04 1st, 2nd, 3rd, or 4th grade
05 5th, 6th, 7th, or 8th grade
06 9th grade
07 10th grade
08 11th grade
09 12th grade, no diploma
10 High school graduate—high school diploma or the equivalent (e.g., GED or recognized homeschool)
11 Post graduate (Grade 13)
12 Formal award, certificate or diploma (less than one year)
13 Formal award, certificate or diploma (more than or equal to one year)
14 Some college but no degree
15 Associate's degree (two years or more)
16 Bachelor's (Baccalaureate) degree (e.g., B.A., A.B., B.S.)
17 First professional degree (e.g., D.C. or D.C.M., D.D.S. or D.M.D., M.D., O.D., D.O., D.Phar.,Pod.D. or D. P., D.V.M., L.L.B. or J.D., M.Div., M.H.L., B.D., or Ordination)

18 Master's degree (e.g., M.A., M.S., M.Eng, M.Ed, M.S.W., or M.B.A.)
19 Specialist's degree (e.g., Ed.S)
20 Doctoral (Doctors) degree (e.g., Ph.D, Ed.D)
99 Other

Entity Uses: Parent/Guardian

Siblings(s) or Other School-Age Children in Household—Information about student's siblings or other school-age children living in student's household.

011 **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Sibling(s) or Other School-Age Children Living in Student's Household

066 **Relationship to Student**—The nature of an individual's relationship to a student.

01 Aunt
02 Brother, half
03 Brother, natural/adoptive
04 Brother, step
05 Cousin
06 Daughter
07 Father, foster
08 Father, natural/adoptive
09 Father, step
10 Friend
11 Grandfather
12 Grandmother
13 Husband
14 Guardian
15 Mother, foster
16 Mother, natural/adoptive
17 Mother, step
18 Nephew
19 Niece
20 Significant other
21 Sister, half
22 Sister, natural/adoptive
23 Sister, step
24 Son
25 Uncle
26 Ward
27 Wife
98 None
99 Other

Entity Uses: Sibling(s) or Other School-Age Children Living in Student's Household

018 **Birthdate**—The month, day, and year on which an individual was born.

Entity Uses: Sibling(s) or Other School-Age Children Living in Student's Household

B. ENROLLMENT

School Information—The identification of the school(s), educational institution(s), and corresponding agencies that a student previously attended, currently attends, concurrently attends, or is transferring to attend.

073 **Enrollment Status**—An indication as to whether a student's name was, is, or will be officially registered on the roll of a school or schools.

01 Previously enrolled—A student was enrolled in a school at an earlier time but has since withdrawn.

02 Currently enrolled—A student is enrolled in a school at the present time.
03 Concurrently enrolled—An arrangement whereby a student is enrolled in and regularly attends two separate schools which share direction and control of his or her studies.

04 Transferring (will enroll)—An arrangement whereby a student has made plans to change his or her enrollment from one school to another.

Entity Uses: School

012 **Name of Institution**—The full, legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses: School

013 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: School

014 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[4]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic diocese or association number)

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[4] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

99 Other

Entity Uses: School

012 **Name of Institution**—The full, legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses: Local Administrative Unit

013 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Local Administrative Unit

014 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[5]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic diocese or association number)
99 Other

Entity Uses: Local Administrative Unit

Entrance Information—Information concerning the entrance or re-entrance of a student into a school or other educational institution. This includes a description of the status of a student when he or she is admitted to an institution and a classification of his or her entry.

080 **Entry Date**—The month, day, and year on which a student enters and begins to receive instructional services in a school or an educational institution during a given session.

Entity Uses: Student

082 **Entry Type**—The process by which a student enters a school during a given academic session.

01 Transfer from a public school in the same local education agency—A student who transfers from a public school that is located within the administrative boundaries of the same local education agency.

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[5] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

02 Transfer from a public school in a different local education agency in the same state—A student who transfers from a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.

03 Transfer from a public school in a different state—A student who transfers from a public school that is located in another state or from a United States overseas dependents school.

04 Transfer from a private, non-religiously-affiliated school in the same local education agency—A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

05 Transfer from a private, non-religiously-affiliated school in a different local education agency in the same state—A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in same state, including hospital teaching programs.

06 Transfer from a private, non-religiously-affiliated school in a different state—A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is located in another state, including hospital teaching programs.

07 Transfer from a private, religiously-affiliated school in the same local education agency—A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

08 Transfer from a private, religiously-affiliated school in a different local education agency in the same state—A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state, including hospital teaching programs.

09 Transfer from a private, religiously-affiliated school in a different state—A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state, including hospital teaching programs.

10 Transfer from a school outside of the country—A student who transfers from a school outside of the country that is not a United States overseas dependents school (including private and public school systems).

11 Transfer from an institution—A student who transfers from an institution which has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.

12 Transfer from home schooling—A student who transfers from a period of receiving instruction in a home environment (chosen for reasons other than health).

13 Matriculation from another school—A student who enters a school after successful completion and promotion from the highest instructional level of another school to enter the next higher level.

14 Re-entry from the same school with no interruption of schooling—A student who had previously entered any class in a school and then continues his or her membership in the same

school from one term to the next because of a promotion or demotion, or who transfers from one homeroom or class to another during a regular school session.

15 Re-entry after a voluntary withdrawal—A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for voluntary reasons (e.g., prolonged illness, temporary disability, or dropping out) during a regular school session.

16 Re-entry after an involuntary withdrawal—A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for involuntary reasons (e.g., expulsion) during a regular school session.

17 Original entry into a United States school—A student already residing in the United States enters a school for the first time in the United States or an extra-state jurisdiction.

18 Original entry into a United States school from a foreign country with no interruption in schooling—A student who has recently moved from a foreign country where he or she had been enrolled in school and enters a school in the United States or an extra-state jurisdiction for the first time.

19 Original entry into a United States school from a foreign country with an interruption in schooling—A student who has recently moved from a foreign country where he or she had not been enrolled in school and enters a school in the United States or an extra-state jurisdiction for the first time.

99 Other

Entity Uses: Student

083 **Entry Level**—The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.

01 Ungraded
02 Early childhood education and care
03 Prekindergarten
04 Kindergarten
05 Grade 1
06 Grade 2
07 Grade 3
08 Grade 4
09 Grade 5
10 Grade 6
11 Grade 7
12 Grade 8
13 Grade 9
14 Grade 10
15 Grade 11
16 Grade 12
17 Post Graduate (Grade 13)

Entity Uses: Student

Membership Information—Information indicating the period of time a student's name is on the current roll of a class or school while the school is in session regardless of his or her presence or absence. A student is a member of a class or school from the date he or she enters until his or her name is withdrawn from the rolls (or after a pre-set number of consecutive days of absence based on state or local laws or regulations). During this period, the student is either present or absent on each day or half day during which school is in session.

100 **Number of Days of Membership**—The number of days a student is present plus the number of days absent when school is in session during a given reporting period.

Entity Uses: Student

Attendance Information—Information concerning a student's presence, absence, and tardiness in a class or school. Attendance is the presence of a student on days when school is in session.

101 **Daily Attendance Status**—The status of a student's attendance during a given day while school is in session.

01 In attendance/present—A student is present at school or is attending a school activity off campus which is sponsored by the school, is a part of the program of the school, and is personally supervised by one or more members of the school staff. This may include authorized independent study, work study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities officially authorized under policies of the local school board. It does not include "making up" schoolwork at home or activities supervised or sponsored by private individuals or groups.

02 Excused absence—A student is not present at school or at a school-endorsed or sponsored activity, but is temporarily excused from attendance because he or she: 1) is ill and attendance in school would endanger his or her health or the health of others and; 2) has an immediate family member who is seriously ill or has died; 3) is observing a recognized religious holiday of his or her faith; or 4) is otherwise excused from school in accordance with board policies.

03 Unexcused absence—A student is not present at school or at a school-endorsed or sponsored activity without acceptable cause, parental knowledge, or authorization from the school administrator or his or her agent.

04 Tardy—A student is absent at the time a given class and/or half day of attendance begins but is present before the close of that class or half day. If a student is counted as absent but attends classes later in the school day, the absence may be changed to tardy.

05 Early departure—A student leaves school before the official close of the school's daily session. Reasons may include a special activity for curricular enrichment, doctor's appointment, and family emergency. Excused and unexcused early departures may be distinguished by state, local, and school regulations. When officially approved on a regular basis, early departures immediately prior to the close of the session are considered to be released time.

Entity Uses: Student

102 **Class Attendance Status**—The status of a student's attendance at each class period while school is in session.

01 In attendance/present—A student is present at a class or is attending a class activity off campus which is sponsored by the school, is a part of the program of the school, and is personally

supervised by one or more members of the school staff. This may include authorized independent study, work study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities officially authorized under policies of the local school board. It does not include "making up" schoolwork at home or activities supervised or sponsored by private individuals or groups.

02 Excused absence—A student is not present at a class or at a school-endorsed or sponsored class activity, but is temporarily excused from attendance because he or she: 1) is ill and attendance in school would endanger his or her health or the health of others and; 2) has an immediate family member who is seriously ill or has died; 3) is observing a recognized religious holiday of his or her faith; or 4) is otherwise excused from school in accordance with board policies.

03 Unexcused absence—A student is not present at a class or at a school-endorsed or sponsored class activity without acceptable cause, parental knowledge, or authorization from the school administrator or his or her agent.

04 Tardy—A student is absent at the time a given class and/or half day of attendance begins but is present before the close of that class or half day. If a student is counted as absent but attends class later in the period, the absence may be changed to tardy.

05 Early departure—A student leaves class before the official close of the session. Reasons may include a special activity for curricular enrichment, doctor's appointment, and family emergency. Excused and unexcused early departures may be distinguished by state, local, and school regulations. When officially approved on a regular basis, early departures immediately prior to the close of the session are considered to be released time.

Entity Uses: Student

Exit/Withdrawal Information—Information concerning a student who exits or withdraws his or her membership in a class, grade, or school during the regular school term or between regular school terms for known or unknown reasons. Membership usually is terminated after excessive consecutive days of absence other than for prolonged illness, upon the completion of school work, transfer to another school, dropping out/discontinuing school, or death.

104 **Exit/Withdrawal Date**—The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual was graduated, or the date on which it becomes known officially that an individual left school.

Entity Uses: Student

105 **Exit/Withdrawal Status**—An indication as to whether an instance of student exit/withdrawal is considered to be of a permanent or temporary nature.

01 Permanent exit/withdrawal—The student does not expect to return to membership in an educational institution.

02 Temporary exit/withdrawal—The student expects to return to membership in an educational institution.

Entity Uses: Student

106 **Exit/Withdrawal Type**—The circumstances under which the student exited from membership in an educational institution.

01 Transfer to a public school in the same local education agency—A student who transfers to a public school that is located within the administrative boundaries of the same local education agency.

02 Transfer to a public school in a different local education agency in the same state—A student who transfers to a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.

03 Transfer to a public school in a different state—A student who transfers to a public school that is located in another state or to a United States overseas dependents school.

04 Transfer to a private, non-religiously-affiliated school in the same local education agency—A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

05 Transfer to a private, non-religiously-affiliated school in a different local education agency in the same state—A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in same state, including hospital teaching programs.

06 Transfer to a private, non-religiously-affiliated school in a different state—A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located in another state, including hospital teaching programs.

07 Transfer to a private, religiously-affiliated school in the same local education agency—A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

08 Transfer to a private, religiously-affiliated school in a different local education agency in the same state—A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state, including hospital teaching programs.

09 Transfer to a private, religiously-affiliated school in a different state—A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state, including hospital teaching programs.

10 Transfer to a school outside of the country—A student who transfers to a school outside the country that is not a United States overseas dependents school (includes private and public school systems).

11 Transfer to an institution—A student who transfers to an institution that has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.

12 Transfer to home schooling—A student who transfers to a period of instruction in a home environment for reasons other than health.

13 Matriculation to another school—A student who enters another school after successful completion and promotion from the highest instructional level of the current school to the next higher level.

14 Graduated with regular diploma—A student who has received a regular high school diploma upon completion of state and local requirements for both coursework and assessment.

15 Graduated with other diploma—A student who has received a high school diploma from a program other than the regular school program.

16 Graduated with other credentials—A student who has received a certificate of completion or attendance in lieu of a high school diploma.

17 Death—A student whose membership is terminated because he or she died during or between regular school sessions.

18 Illness—A student who left school for an indefinite period of time because of a physical, school-approved illness.

19 Expulsion—A student who left school involuntarily due to an expulsion approved by appropriate school authorities.

20 Reached maximum age for services—A student who left school because he or she has reached the maximum age to receive instructional services allowed by federal, state, or local laws.

21 Discontinued schooling—A student who stops attending school for reasons and a specified length of time considered by the state or district to constitute "dropping out."

97 Reason unknown

99 Other

Entity Uses: Student

110 **Expulsion Cause**—The documented reason for expulsion.

Entity Uses: Student

111 **Expulsion Return Date**—The month, day, and year on which a student is allowed to return to school after an expulsion, as approved by appropriate school authorities.

Entity Uses: Student

C. SCHOOL PARTICIPATION AND ACTIVITIES

Session Information—Information about the type and length of a session for which class and performance information are recorded.

117 **Session Type**—A prescribed span of time when an education institution is open, instruction is provided, and students are under the direction and guidance of teachers and/or education institution administration. A session may be interrupted by one or more vacations.

01 Full year—A regular school term consisting of no major subdivision of time segments. It usually begins in the late summer or early fall and ends in late spring or early summer (e.g., elementary school).

02 Semester—One of two equal segments into which a school year is divided.

03 Trimester—One of three equal segments into which a school year is divided.

04 Quarter—One of four equal segments into which a school year is divided.

05 Quinmester—One of five equal segments into which a school year is divided.

06 Mini-term—A school term which is shorter than a regular session.

07 Summer term—A school term which takes place in the summer between two regular school terms.

08 Intersession—A short session which occurs between longer sessions.

09 Long session—A session that is longer than a semester but shorter than a full year.

10 Twelve month—An educational program that operates throughout the year.

99 Other

Entity Uses: School

Course Information—Information about the organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester or two-week workshop).

013 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Class

014 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[6] *(not generally used for class)*
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number

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[6] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic diocese or association number)
99 Other

Entity Uses: Class

122 **Subject Matter Area or Department**—A classification of related subjects or units of subject matter. (Note: This option list reflects the final, released version of the NCES Course Classification Codes, and therefore includes a single entry for "Fine and performing arts" (which encompasses dance, drama, music, and visual art) and an entry for "Religious education and theology", which differs from the original printed version of the Handbook for these two options.)

01 Agriculture and renewable resources
02 Business
03 Computer and information sciences
04 Construction trades
05 Consumer and homemaker education
06 Cosmetology
07 Drafting
08 Elective activities
09 Energy, power, and transportation technologies
10 English language and literature
11 Fine and performing arts
12 Foreign language and literature
13 Graphic and printing communication
14 Health care sciences
15 Industrial/technology education
16 Life and physical sciences
17 Marketing
18 Mass communication
19 Mathematics
20 Military science
21 Multi/interdisciplinary studies
22 Physical education
23 Precision metalwork
24 Public administration and social services
25 Religious education and theology
26 Social sciences and history
27 Special/exceptional education
28 Vocational home economics
99 Other

Entity Uses: Class

123 **Instructional Level**—An indication of the general nature and difficulty of instruction provided throughout a course.

01 Remedial—A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned.

02 Special education—A course that adapts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments.

03 Basic—A course focusing primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history.

04 General—A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.

05 Honors—An advanced level course designed for students who have earned honors status according to educational requirements.

06 Advanced Placement—An advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.

07 Gifted and talented—An advanced level course designed primarily for elementary students who have qualified for and enrolled in a school, educational institution, or district gifted and talented program.

08 College level—A course, often taken at or in conjunction with a postsecondary institution, which contains instruction equivalent to a college-level course and for which a student may get college credit(s).

09 Untracked—A course that is not limited to one level of instruction so as to meet the needs of student groups at a variety of educational levels.

99 Other

Entity Uses: Class

124 **Descriptive Title**—In departmentalized organization, this heading refers to the term by which a course is identified (e.g., American History, English III). In non-departmentalized organization (i.e., a self-contained course), it refers to any portion of the instruction for which a grade or report is assigned (e.g., reading, composition, spelling, and language arts).

Entity Uses: Class

131 **Number of Credits Attempted**—The number of credits that a student can earn for enrolling in and completing a given course.

Entity Uses: Class

133 **Number of Credits Received**—The number of credits a student earned for completing a given course.

Entity Uses: Class

136 **Grade Assigned**—A final indicator of student performance in a class as submitted by the instructor.

Entity Uses: Class

Performance Information—Information about the performance of a student in courses during a given school grading period, session, school year, or career.

142 **Credits Attempted: Given Session**—The total number of credits a student attempts to earn by taking courses during a given session.

Entity Uses: Student

144 **Credits Attempted: Cumulative**—The cumulative number of credits a student attempts to earn by taking courses during his or her enrollment in the current school as well as those credits transferred from schools previously enrolled in.

Entity Uses: Student

146 **Credits Received: Given Session**—The total number of credits a student earns by successfully completing courses or examinations during a given session.

Entity Uses: Student

148 **Credits Received: Cumulative**—The cumulative number of credits a student earns by completing courses or examinations during his or her enrollment in the current school as well as those credits transferred from schools previously enrolled in.

Entity Uses: Student

150 **Grade Points Received: Given Session**—The total number of grade points a student earns by successfully completing courses or examinations during a given session.

Entity Uses: Student

152 **Grade Points Received: Cumulative**—The cumulative number of grade points a student earns by successfully completing courses or examinations during his or her enrollment in the current school as well as those transferred from schools previously enrolled in.

Entity Uses: Student

154 **Grade Point Average (GPA): Given Session**—A measure of average performance in all courses taken by a student during a given session. This is obtained by dividing the total grade points received by the number of credits attempted for the same session.

Entity Uses: Student

156 **Grade Point Average (GPA): Cumulative**—A measure of average performance in all courses taken by a student during his or her school career as determined for record-keeping purposes. This is obtained by dividing the total grade points received by the total number credits attempted. This usually includes grade points received and credits attempted in his or her current school as well as those transferred from schools previously enrolled in.

Entity Uses: Student

Progress Information—Information about the nature of a student's progress and academic honors received for each school term.

158 **Non-Promotion Reason**—The primary reason as to why a staff member determined that a student not be promoted (or be demoted).

01 Failed to meet testing requirements—The student has failed to achieve minimum state or local performance requirements on a standardized test for promotion to the next grade level.

02 Illness—The student has not received sufficient instructional time necessary to master the skills and content taught in a grade level due to his or her prolonged illness.

03 Immaturity—The student has not displayed the attitudes, understandings, feelings, and skills (with respect to social relationships and institutions) necessary for appropriate development at the next grade level.

04 Inadequate performance—The student has exhibited unsatisfactory performance of a given skill or mastery of content taught in a given class.

05 Insufficient credits—The student has failed to earn sufficient credit hours to achieve the minimum state or local requirement for promotion to the next grade level.

06 Prolonged absence—The student has not received sufficient instructional time necessary to master the skills and content taught in a class due to an excessive number of absences.

99 Other

Entity Uses: Student

D. ASSESSMENT

Assessment Information—The general classification of an assessment administered to a student based upon the anticipated use of the information it provides. This also includes information which identifies the assessment.

188 **Purpose**—The reason for which an assessment is being conducted.

01 Admission—An examination used in the admission procedure for an educational program. It may be used as a part of a selective admission process for an educational institution or as a device for predicting the success of a student in an education program.

02 Assessment of student's progress—An examination used to measure the progress of a student in a particular content area.

03 Development of individualized educational program (IEP)—An assessment used to determine whether a student is in need of special education and, if so, what types of special education services would most benefit the student. This information is often incorporated into a student's individualized educational program (IEP).

04 Development of individualized family service program (IFSP)—An assessment used to determine whether a child is in need of early intervention services mandated by the Individuals with

Disabilities Education Act (IDEA). This information often contributes to the development of an individualized family service program (IFSP).

05 Diagnosis—An assessment (other than for the development of an IEP or IFSP) used to examine in-depth information about specific strengths and weaknesses in a student's skill development.

06 Graduation requirement—An assessment given to students on the basis of which an appropriate state authority may certify that an individual has met state requirements for high school completion or graduation.

07 Instructional decision—An assessment used to determine whether the instructional path of a student should be maintained or altered.

08 Program eligibility—An assessment (other than for the development of an IEP or IFSP) used to determine whether a student is eligible to participate in a specific program.

09 Program evaluation—An assessment given to a student as part of an effort to evaluate a program's effectiveness. Results of the assessment may or may not be reported at an individual student level.

10 Program placement—An assessment used to determine the most appropriate instructional program for a student.

11 School performance evaluation—An assessment given to a student to determine the effectiveness of a school or an educational institution. Results of the assessment may or may not be reported an individual student level.

12 Screening—An examination used to determine the need for or suitability of additional tests in any of a variety of disciplines or for a specific reason (e.g., a home language survey to identify language minority students who may need assistance).

99 Other

Entity Uses: Assessment

189 **Assessment Type**—The category of an assessment based on format and content.

01 Achievement test—An assessment to measure a student's present level of knowledge, skill, or competence in a specific area or subject.

02 Advanced placement test—An assessment to measure the achievement of a student in a subject matter area, taught during high school, which may qualify him or her to bypass the usual initial college class in this area and begin his or her college work in the area at a more advanced level and possibly with college credit.

03 Aptitude test—An assessment to measure a student's potential ability to acquire specific knowledge or master a specific skill.

04 Attitudinal test—An assessment to measure the mental and emotional set or pattern of likes and dislikes or opinions held by a student or a group of students. This is often used in relation to considerations such as controversial issues or personal adjustments.

05 Cognitive and perceptual skills test—An assessment to measure components of a student's mental ability such as visual memory, figure-ground differentiation, auditory memory, reasoning ability, and sequential processing.

06 Developmental observation—An assessment to measure a child's development based on observation. This is most frequently associated with early childhood education and care. Areas of observation and/or evaluation may include, and are not limited to a child's cognitive and language development, social and emotional development, hygiene, nutrition, and self-help skills, as well as gross and fine motor skills.

07 Interest inventory—An assessment used to measure the extent to which a student's pattern of likes and dislikes corresponds to those of individuals who are known to be successfully engaged in a given vocation, subject area, program of studies, or other activity.

08 Language proficiency test—An assessment used to measure a student's level of proficiency (i.e., speaking, writing, reading, and listening) in either a native language or an acquired language.

09 Manual dexterity test—An assessment to measure a student's ability to move his or her hands easily and skillfully. This test may be used in the identification of aptitudes for certain occupations.

10 Mental ability (intelligence) test—An assessment to measure a student's general ability to successfully and rapidly adapt to new situations and to learn from experience.

11 Performance assessment—An assessment to measure a student's knowledge or skill by requiring him or her to produce an answer or product that is not necessarily in a standardized format. Examples of performance assessment include writing short answers, solving complex mathematical problems, writing an extended essay, conducting an experiment, presenting an oral argument, or assembling a portfolio of representative work.

12 Personality test—An assessment to measure a student's affective or nonintellectual aspects of behavior such as emotional adjustment, interpersonal relations, motivation, interests, and attitudes.

13 Portfolio assessment—An assessment to measure the quality of a collection of student work or a series of student performances as interpreted by the student, a teacher, or an independent evaluator.

14 Psychological test—An assessment to measure a sample of behavior in an objective and standardized way.

15 Psychomotor test—An assessment to measure the motor effects of a student's mental or cerebral processes.

16 Reading readiness test—An assessment to measure interrelated factors contributing to a student's readiness to learn to read (e.g., linguistic maturity, experiential background, perceptual maturity, and responsiveness to books and storytelling).

99 Other

Entity Uses: Assessment

190 **Assessment Title**—The title or description including a form number, if any, which identifies a particular assessment.

Entity Uses: Assessment

191 **Assessment Content**—The description of the content or subject area (e.g., arts, mathematics, reading, stenography, or a foreign language) of an assessment.

Entity Uses: Assessment

192 **Subtest Type**—The description of the specific subject matter of a subtest (e.g., reading comprehension, vocabulary, mathematics, verbal, humanities, quantitative, geography) administered to a student as a part of a combined assessment.

Entity Uses: Assessment

193 **Level (for which Designed)**—The typical grade level or range of grade levels for which an assessment is designed.

Entity Uses: Assessment

194 **Grade Level when Assessed**—The grade level of a student when assessed.

Entity Uses: Assessment

Administrative Issues—This category contains information relating to the administration of an assessment to a student.

200 **Special Adaptation**—The description of any special variation in the administration of the test (e.g., untimed, use of sign language for hearing impaired, Braille test or large print form for visually impaired, or use of a reader or facilitator for autistic students).

Entity Uses: Assessment

201 **Administration Date**—The month, day, and year on which an assessment is administered.

Entity Uses: Assessment

Score/Results Reporting—This category contains information about assessment results, the manner in which they are presented, and factors which may influence their interpretation.

205 **Norm Group**—The group for which the scores of an assessment have been standardized for use in interpreting the results.

01 Annual user norms
02 Catholic school norms
03 Equated national norms
04 Independent school norms
05 International norms
06 National probability sample
07 Peer school norms
08 Racial/ethnic norms
09 Regional norms
10 High socio-economic status (SES) norms
11 Low socio-economic status (SES) norms

12 State norms
13 Urban norms
99 Other

Entity Uses: Assessment

206 **Norm Year**—The year when the assessment was given to a sample of students for the purpose of establishing a standard of performance for that group of students.

Entity Uses: Assessment

207 **Norming Period**—The time of year when the assessment was given to a sample of students for the purpose of establishing a standard of performance for that group of students (e.g., fall, mid-year, or spring).

Entity Uses: Assessment

208 **Score Range**—The lowest and highest individual scores obtained by a group of students who are in the same norm group.

Entity Uses: Assessment

209 **Reporting Method**—The measure in which results are presented.

01 Age score—A derived score used to express a student's test performance in terms of the developmental-level characteristic of the average individual of a corresponding chronological age. This is used more frequently with intelligence and achievement tests for children of school age or below. Scores can be applied to determine a student's mental age (i.e., the average chronological age of students making a given raw score) or education age (i.e., test performance according to the norm age on any given level).

02 C-scaled scores—A score expressed in normalized standard score of eleven units.

03 CEEB-scores—A score developed for use with the College Entrance Examination Board tests and those tests by the Educational Testing Service as the basis for reporting scores on many of its other special program tests. It is similar to other linear standard scores but has a mean of 500 and a standard deviation of 100.

04 Grade equivalent or grade-level indicator—A derived score expressed as the grade placement of those students for whom a given score was average.

05 ITED-score—A score developed for use with the Iowa Tests Of Educational Development, but which is now also used with the American College Testing Program and other tests. This score has a mean of 15 and a standard deviation of five, and scores are based on a nationally- representative sample of tenth- and eleventh-grade students.

06 Letter grade—A letter assigned to a corresponding qualitative value. (e.g., A=Excellent, B=Above Average, C=Average, D=Below Average, and F=Failing). Corresponding numerical ranges may vary for each letter grade.

07 Normal curve equivalent—A score expressed in a normalized standard score with a mean of 50 and a standard deviation of 21.06. Scores range from 1 through 99 and an equal unit is retained in the scale.

08 Normalized standard score—A score that resembles standard scores (z-scores) but which is computed like percentile scores.

09 Number score—A number assigned corresponding to the total assessed quality of student response (i.e., the number of answers a student provides that are correct) or the level of a score using a holistic scoring guide usually used in writing assessments.

10 Pass-Fail—A score used to indicate whether a student passes or fails the assessment.

11 Percentage of items correct—A derived score used to express a student's performance as a percentage of the maximum possible score.

12 Percentile rank—A derived score presented in terms of the percentage of students in a specified group who fall below a given score point.

13 Proficiency level—A standardized qualitative expression use to indicate a student's functional mastery of a specific skill (e.g., novice, apprentice, or master).

14 Ranking—An expression used to indicate the position of a student relative to other students taking the same assessment (e.g., highest, second next highest, third, and so on). Since it is limited by the number of cases, rank is often reported with the total number of cases.

15 Ratio IQ's—A score based on the ratio of mental age to chronological age. The ratio or deviation IQ has a common standard deviation for all ages covered by the test.

16 Standard age score—A scores used in connection with certain Riverside Press tests where the standard age score has a mean of 100 and a standard deviation of 16.

17 Stanine score—A score expressed in a normalized standard of nine units (i.e., 1-9). In a normal distribution, stanines have a mean of 5.0 and a standard deviation of 1.96.

18 Sten score—A score expressed in a normalized standard five units on either side of the mean. In a normal distribution, sten scores have a mean of 5.5 and a standard deviation of 2.0.

19 T-score—A standard score expressed with a mean of 50 and a standard deviation of 10.

20 Z-score—A basic standard score expressed with a mean of 0 and a standard deviation of 1.0. It is widely used in test-related research where the mean is 0 and the standard deviation is 1.0.

99 Other

Entity Uses: Assessment

210 **Score Results**—The description of a meaningful raw score or statistical expression of the performance of a student or group of students on an assessment.

Entity Uses: Assessment

E. TRANSPORTATION

Transportation Information—Identifies information about a student's transportation needs and services received.

213 **Transportation Status**—Information about whether or not a student is transported to and/or from school or receives services, aid, or payment in lieu of transportation.

01 Transported at public expense—The student is transported between home and school at public expense: 1) the parent/guardian is reimbursed for transportation directly; 2) the local education agency receives some state transportation aid; or 3) the local education agency assumes all transportation expenses.

02 Transported at reduced public expense—The student is transported between home and school at a reduced fare with the difference in rate subsidized at public expense. This includes situations where the student pays only a portion of the transportation cost to and from school (e.g., reduced rate bus or train tickets).

03 Transported, but not at public expense—The student is transported between home and school, but not at public expense. This includes situations where his or her parent/guardian pays the school or education agency for such transportation. Riding in a private vehicle, a motorcycle, and public transportation at student expense are also included.

04 Provided room, board, or payment in lieu of transportation—The student is provided room, board, and/or payment in lieu of transportation between home and school.

05 Not transported—The student is not transported between home and school, nor does the student receive any payment or service in lieu of transportation. This includes situations in which the student drives, walks, or rides a bicycle.

99 Other

Entity Uses: Student

215 **Transportation at Public Expense Eligibility**—The eligibility of a student for transportation between home and school at local public expense because of distance, disability, or other reasons.

01 Eligible because of distance—The student is eligible for transportation at public expense because of the distance between home and school.

02 Eligible because of disability—The student is eligible for transportation at public expense because of a sensory, physical, mental, or emotional disability.

03 Eligible because of disability and distance—The student is eligible for transportation at public expense because of a combination of his or her disability and the distance between home and school.

04 Eligible because of hazardous conditions—The student is eligible for transportation at public expense because the route along which he or she must walk is considered to be hazardous for reasons determined by state or local school authorities.

05 Eligible because of program for desegregation or integration—The student is eligible for transportation at public expense because of a locally initiated or court mandated program for achieving racial or cultural integration or for ending previous segregation.

06 Eligible because of special instruction—The student is eligible for transportation at public expense to other facilities to receive specialized instruction such as vocational training or magnet programs.

07 Not eligible—The student is not eligible for transportation at public expense between home and school.

99 Other

Entity Uses: Student

216 **Special Accommodation Requirements**—Specific requirements needed to accommodate a student's physical needs which may include special equipment installed in a vehicle or a special arrangement for transportation.

Entity Uses: Student

F. HEALTH CONDITIONS, SPECIAL PROGRAM PARTICIPATION / STUDENT SUPPORT SERVICES

Disabling Conditions—Current health conditions (e.g., orthopedic, neurological, cardiac, or respiratory,) that have been identified by a health care provider or other qualified evaluator and may incapacitate an individual in any way.

269 **Primary Disability Type**—The major or overriding disability condition that best describes an individual's impairment (i.e., the impairment that is most disabling).

01 Autism—A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Characteristics of autism include--irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability "serious emotional disturbance."

02 Deaf-blindness—Concomitant hearing and visual impairments which cause such severe communication and other developmental and educational problems that an individual with deaf-blindness cannot be accommodated in special education programs solely for deaf or blind individuals.

03 Hearing impairment—Either: 1) a hearing impairment which is so severe that an individual is impaired in processing linguistic information through hearing with or without amplification (which would be considered to be a state of deafness), and which adversely affects his or her educational performance; or 2) a hearing impairment whether permanent or fluctuating (which would not be considered to be a state of deafness) that adversely affects an individual's educational performance.

04 Mental retardation—A state of significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior that is manifested during the developmental period, which adversely affects an individual's educational performance.

05 Multiple disabilities—Concomitant impairments (e.g., mental retardation-blind or mental retardation-orthopedic impairments) which cause such severe educational problems that an

individual with multiple disabilities cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blindness.

06 Orthopedic impairment—A severe orthopedic impairment which adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by some disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

07 Serious emotional disturbance—Either: 1) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects an individual's educational performance:

a. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
c. Inappropriate types of behavior or feelings under normal circumstances;
d. A general pervasive mood of unhappiness or depression; or
e. A tendency to develop physical symptoms or fears associated with personal or school problems.

or (2) A schizophrenic individual. This term does not include those who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.

08 Specific learning disability—A disorder in one or more of the basic psychological processes involved in understanding or in using language whether spoken or written, which may manifest itself as an imperfect ability to listen, think, read, write, spell, or perform mathematical calculations. The term includes such conditions as perceptual impairments, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems which are primarily the result of visual, hearing, or motor impairments, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage.

09 Speech or language impairment—A communication disorder such as stuttering, impaired articulation, and language or voice impairments which adversely affect an individual's educational performance.

10 Traumatic brain injury—An injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm that results in total or partial functional disability or psychosocial maladjustment which adversely affects an individual's educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

11 Visual impairment—A visual impairment which, even with correction, adversely affects an individual's educational performance. The term includes both partially seeing and blind individuals.

12 Other health impairment—A condition that causes limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis,

asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, and which adversely affects an individual's educational performance.

Entity Uses: Student

271 **Secondary Disability Type**—A secondary disability condition that is identified with an individual, as distinguished from a primary disability.

(Note: A list of disabilities for data element 269 "Primary Disability Type" can be used as codes.)

Entity Uses: Student

272 **Tertiary Disability Type**—A tertiary disability condition that is identified with an individual, as distinguished from a primary disability.

(Note: A list of disabilities for data element 269 "Primary Disability Type" can be used as codes.)

Entity Uses: Student

Immunizations—Instances in which an individual is protected or immunized against specific diseases by inoculation or vaccination, or by having previously contracted a disease.

276 **Immunization Type**—An indication of the type of immunization that an individual has satisfactorily received.

Entity Uses: Student

278 **Immunization Date**—The month, day, and year on which an individual receives an immunization.

Entity Uses: Student

279 **Immunization Status Code**—An indication of circumstances or situations affecting the immunization of a student.

01 First inoculation
02 Second inoculation
03 Third inoculation
04 Fourth inoculation
05 Fifth inoculation
06 Sixth inoculation
07 Seventh inoculation
08 Eighth inoculation
09 Ninth inoculation
10 Medical exemption
11 Personal exemption
12 Religious exemption
13 Already had the disease
99 Other

Entity Uses: Student

Referrals—The act of directing an individual to a qualified health care provider for medical assistance, health, evaluation, or information.

281 **Referral Purpose**—The general reason an individual was referred for examination and assistance.

01 Physical, health, sensory, and related conditions—Instances in which an individual is referred for examination and assistance because of physical, health, sensory, and related problems.

02 School work or for intellectual, social, or emotional reasons—Instances in which an individual is referred for diagnosis, assistance, or guidance with respect to his or her school work or for intellectual, social, or emotional reasons.

Entity Uses: Student

283 **Referral Date**—The month, day, and year on which an individual is referred to a specialized health care provider.

Entity Uses: Student

Other Health Information—Information about an individual's medical or health requirements that are not otherwise addressed above.

294 **Emergency Factor**—An identification of a physical or medical condition of potential special significance during an emergency treatment.

01 Allergy, aspirin
02 Allergy, insect bite
03 Allergy, iodine
04 Allergy, penicillin
05 Allergy, sulpha
06 Allergy, multiple
07 Asthma
08 Contact lenses worn
09 Diabetes
10 Drug dependency
11 Epilepsy
12 Hearing impaired
13 Heart disease
14 Hemophilia
15 Rheumatic fever
16 Speech impaired
17 Vision impaired
98 None
99 Other

Entity Uses: Student

295 **Related Emergency Needs**—Specification of possible or actual emergency care an individual may require.

Entity Uses: Student

Identification Procedure—A description of the procedures used to identify a student as eligible for student support services or special assistance programs in early childhood, elementary or secondary education. These programs supplement regular services offered by a school. Eligibility is based upon characteristics of the status or condition of the student, his or her family, or their community, as mandated by program criteria.

302 **Identification Method**—The manner by which information about a student's potential need for special services was gathered. This information may suggest, but does not require, that a student receive supplemental services.

01 Education assessment—Use of a test or other assessment method to systematically evaluate a student's knowledge and skills, including language fluency, to determine the academic placement of the student, other than for special education.

02 Health assessment/screening—A comprehensive health evaluation to detect physical conditions that impair or limit a student's functional capacity, other than for special education.

03 Parent/guardian referral—A request by the student's parent/guardian.

04 Physician referral—A professional recommendation or prescription by a qualified medical doctor or personnel.

05 Self report/survey—Information offered by the student or his or her parent/guardian in response to questions in an interview or on a questionnaire.

06 Special education assessment/evaluation—Programs offered by schools or those available through public or private agencies that administer tests that assess the suspected disabilities, strengths and learning modalities of students who have been referred for special education. These assessments are used to determine appropriate educational placement and to develop an individualized education program (IEP) that will meet the student's special needs. Included are evaluations which measure the student's social-emotional growth; personality characteristics, independent living skills, sensory-motor, language and intellectual functioning; hearing and visual acuity; articulation and fluency; and other factors that have an effect on the student's ability to learn.

07 Teacher referral—The noted observation of facts about student behavior or actions by individuals who instruct the student.

99 Other

Entity Uses: Student

303 **Identification Results**—Information gathered by a qualified evaluator about an individual's need for a special program/service.

Entity Uses: Student

304 **Participation Eligibility Indicator**—An indication as to whether an individual is eligible to participate in a special program or receive support services, regardless of whether he or she is actually enrolled and participating. Eligibility is based upon the specific requirements of a given program.

01 Eligible
02 Not eligible

Entity Uses: Program/Service

305 **Program Participation Reason**—Identified status or reason that a student needs special or supplemental services.

01 Academic difficulty—An inability to reach or maintain expected educational levels appropriate for the student's age group, measured competence, or grade level.

02 Academic excellence/enrichment—An ability to exceed expected educational levels appropriate for the student's age group, measured competence, or grade level.

03 College admission preparation—A situation in which a student anticipates taking a college admission examination and subsequently participates in a preparation class.

04 Family background—A situation involving the student's family background or preference which requires modification in programs.

05 Language difficulty—A barrier to normal communication in the instructional setting, including an inability to read, speak, write, or understand the instructional language.

06 Health reason—A physical condition or an identified disability that may restrict the student's opportunities for academic success in regular classrooms.

07 Psychological reason—An emotional, attitudinal or behavioral condition which may affect the student's ability to succeed in a regular classroom.

08 Socioeconomic reason—A disadvantaged status because of a student's socioeconomic background which may affect the student's ability to succeed in a regular classroom.

99 Other

Entity Uses: Program/Service

306 **Program Participation Identification Date**—The month, day, and year on which a student is identified as being eligible to participate in special programs or to receive support services.

Entity Uses: Program/Service

Early Childhood Program Participation—Information about a child's care, education, and/or services from birth to enrollment in kindergarten (or first grade if kindergarten is not available). Programs include care, education, and/or services provided by a parent/guardian, by a relative other than a parent/guardian, and by a non-relative. Location, sponsorship, and funding of care, education, and/or services are also addressed.

307 **Caregiver/Early Childhood Program Provider**—A description of the individual or institution which provides care, education, and/or services to the child.

01 Parent/guardian care, education, and/or services—Care, education, and/or services provided by one or both of a child's parent/guardians.

02 Relative care, education, and/or services—Care, education, and/or services provided on a regular basis by an individual related to a child, other than a parent/guardian.

03 Non-relative care, education, and/or services—Care, education, and/or services provided by an individual not related to the child such as a babysitter, nanny, au pair, nurse, tutor, therapist, teacher, or other non-relative.

99 Other

Entity Uses: Program/Service

308 **Caregiver/Early Childhood Program Location**—The site or setting in which a child receives his or her early childhood care, education, and/or services.

01 A child's home—Care, education, and/or services provided in the child's home.

02 A home other than the child's—Care, education, and/or services provided in a home other than the child's.

03 A public or private school—Care, education, and/or services provided in a public or private school facility regardless of whether the programs are run by the school.

04 A center in a facility other than a public or private school—Care, education, and/or services provided in a center or in an institutional setting housed in a facility other than a school building. Program services may be in a church, at a workplace, a community-based agency, a university, or a social services agency.

05 Hospital or other treatment center—Residential care, education, and/or services provided in a hospital or other treatment center in order to aid children with health problems or other disabilities.

06 Shelter or orphanage—Residential care, education, and/or services provided in a non-treatment setting considered to be a temporary substitute for a family setting. Examples include orphanages, shelters for abused children, disaster shelters, or homeless shelters. These settings do not include homes that may be temporary in themselves but comprise a regular lifestyle. For example, temporary housing for migrant children should be categorized as a "home" location. Programs for homeless children should be categorized under the appropriate definition for the type of program: as "home" if offered in a temporary shelter, as "center-based" if offered in a center or other institution.

99 Other

Entity Uses: Program/Service

311 **Early Childhood Program Sponsorship**—The type of organizational sponsorship of an early childhood program.

01 Public school sponsored program—Programs that are sponsored by a public school or local education agency.

02 Publicly sponsored program—Programs such as Head Start, Even Start, and Special Education that are sponsored by the federal government as well as programs such as "well baby" classes sponsored by state or local governments (including those programs sponsored by libraries and other agents of local government).

03 Non-profit and not-for-profit privately sponsored program—Programs that are sponsored by churches, charitable associations, private groups, employers, and similar organizations that provide services to children. They include non-profit and not-for-profit programs as specified by state and/or local authorities whether or not user fees are charged. They include tax-exempt and non-tax-exempt organizations as designated by the IRS using IRS rule 501(c)(3).

04 For-profit program—Programs sponsored by individuals or groups that have not been specified by state and/or local authorities as non-profit or not-for-profit organizations. They include tax-exempt and non-tax-exempt organizations as designated by the IRS using IRS rule 501(c)(3). Examples include independent, franchised, and chains of preschools, nursery schools, and day care centers.

Entity Uses: Program/Service

Individualized Education Program Information

314 **Individualized Program Type**—A designation of the type of program developed for a student.

01 Individualized education program (IEP)—A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA-Part B) which includes: 1) a statement of present levels of educational performance of a child; 2) a statement of annual goals including short-term instructional objectives; 3) a statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; 4) a projected date for initiation and anticipated duration of services; and 5) appropriate objectives, criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

02 Individualized learning program (ILP)—An instructional plan tailored for an individual student that serves as a framework for achieving both institutional requirements and personal objectives.

03 Individualized family service program (IFSP)—A written plan for providing early intervention services to a child (and his or her family) eligible under the Individuals With Disabilities Education Act (IDEA-Part B).

99 Other

Entity Uses: Student

315 **Individualized Program Date Type**—An indication of the significance of a date to an individualized program.

01 Development date
02 Implementation date
03 Tentative revision date
04 Revision date
99 Other

Entity Uses: Student

316 **Individualized Program Date**—The month, day, and year on which the status of an individualized program for a student is significantly altered.

Entity Uses: Student

Special Program and Student Support Service Participation—Information regarding the student's participation in one or more special programs after an identification process has been completed.

318 **Special Assistance Program Type**—Services that result specifically from the receipt of federal, state, and local funds or other assistance by the school, the school district, the student, or his or her family, as designated by a grant, act, or public program. Such assistance (e.g., Chapter 1 funds) is used explicitly for purposes specified by the appropriator. The allocation of funds is usually dependent upon the status or condition of the student and/or his or her family. Eligibility requirements may be based upon such diverse factors as income level, educational achievement, veteran's status, obsolescent occupation, and/or disabilities of individuals within an identifiable population or carefully drawn geographic or political subdivision.

(Note: A list of federally-funded educational program is included in attachment V-(4).)

Entity Uses: Program/Service

320 **Program Funding Source**—Ultimate and intermediate providers of funds for a particular program or service.

01 Federal government
02 State government
03 Local government
04 Intermediate agency or government
05 Local administrative unit
06 School
07 Business
08 Community
09 Parent/guardian (tuition/fees)
10 Parent/teacher organizations
11 Individuals (endowments)
12 Foundations and other charitable organizations
13 Religious organizations
14 Parent/guardian's employer
15 Unions
16 Fraternal organizations
17 Insurance
99 Other

Entity Uses: Program/Service

321 **Instructional Program Service Type**—Special, modified educational services provided for students who are identified as needing such services.

01 Bilingual education—Any program of instruction that uses more than one language to teach a content area (e.g., Developmental Bilingual Education (DBE) or two-way bilingual education).

02 Compensatory education for the disadvantaged—Programs which meet the special needs of low-achieving children in poor neighborhoods. Services primarily consist of remedial instruction in basic skills, counseling, and other supplemental non-instructional support.

03 English as a Second Language (ESL)—Programs in which ESL students are placed in regular immersion instruction for most of the school day but receive extra instruction in English for part of the day. This extra help is based on a special curriculum designed to teach English as a second language. The non-English home language may or may not be used in conjunction with ESL instruction.

04 English language development—Programs of language development that go beyond the teaching of basic vocabulary and grammar skills, and are designed to parallel English language instruction for native speakers in content and approach. In such programs, English vocabulary and mechanics are often embedded in engaging content and/or literature.

05 Gifted and talented—Programs that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent (often in the visual or performing arts).

06 Remedial education—Programs that are designed to develop specific cognitive skills, usually in language arts or mathematics, from a deficient level to one that is appropriate to the educational abilities and aspirations of the student.

07 Special education—Specially designed programs, at no cost to the parent/guardian, that meet the needs of a child with disabilities including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and instructions. The term also includes speech pathology, or any other related service, if the service consists of specially designed instruction at no cost to the parent/guardian and meets the unique needs of a child with disabilities, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parent/guardian, which meets the unique needs of the child.

08 Transitional Bilingual Education (TBE)—Programs in which reading is initially taught in both the students' non-English home language and their second language (English) until their English is proficient enough for them to participate successfully in a regular classroom. Use of the non-English home language is phased out as regular English instruction is gradually phased in.

09 Vocational education—Organized educational programs focusing on the preparation of individuals for paid or unpaid employment, or for a career requiring training other than a baccalaureate or advanced degree.

10 Exam preparation education—A set of classes designed to prepare students for college admissions testing.

99 Other

Entity Uses: Program/Service

322 **Student Support Service Type**—Type of related or ancillary services provided to an individual or a group of individuals within the formal educational system or offered by an outside agency which provides non-instructional services to support the general welfare of students. This includes physical and emotional health, the ability to select an appropriate course of study, admission to appropriate educational programs, and the ability to adjust to and remain in school through the completion of programs. In serving a student with an identified disability, related services include developmental, corrective, or supportive services required to ensure that the individual benefits from special education.

01 Adaptive physical education—Programs designed to foster the development of the following physical activities: physical and motor fitness; fundamental motor skills and patterns; skills in aquatics and dance, including individual and group games; and sports (including intramural and lifetime sports). This term also includes special physical education, adapted physical education, movement education, and motor development.

02 Art therapy—Programs that enable individuals who have mental, emotional or social problems to achieve self-expression and emotional release by communicating their emotions and conflicts graphically through painting, drawing, sculpting or other art forms. Art therapy can be used as a diagnostic tool or a treatment technique.

03 Assistive technology services—Programs that directly assist an individual with disabilities in the selection, acquisition, or use of an assistive technology device. Such assistance includes: 1) the evaluation of the needs of an individual, including a functional evaluation of the individual in his or her customary environment; 2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; 3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; 4) coordinating and using other therapies, interventions, or services (e.g., those associated with existing education and rehabilitation plans and programs); 5) training and technical assistance for an individual or, if appropriate, an individual's family members; and 6) training or technical assistance for professionals (including those providing education or rehabilitation services), employers, or other individuals who are substantially involved in the major life functions of an individual with disabilities.

04 Audiological services—Services which include: 1) identification of individuals with hearing loss; 2) determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention; 3) provision of habilitating activities such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation; 4) creation and administration of programs for prevention of hearing loss; 5) counseling and guidance of students, parent/guardians, and teachers regarding hearing loss; and 6) determination of an individual's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

05 Case management services—Programs that develop case plans for the evaluation, treatment and/or care of individuals who, because of age, illness, disability or other difficulties, are unable to arrange for services on their own behalf. The services also assess the individual's needs, coordinate the delivery of services, ensure that services are obtained in accordance with the case plan, and monitor progress to ensure that services are having a desired impact.

06 Children's protective services—Programs that investigate reports of child abuse, neglect, and abandonment, and provide for the temporary placement of a child who, for his or her own protection, has been removed from the custody of his or her parent/guardians. Program staff work with families that are experiencing the problem of child abuse with the objective of facilitating continued family unification or reunification. These programs also provide ongoing support services for children in permanent placement.

07 Early intervention services—A program which provides services that: 1) are designed to meet the developmental needs of each child and family eligible, and are focused on enhancing the child's development; 2) are selected in collaboration with the parent/guardian; 3) are provided under public supervision by qualified personnel, in conformity with an individualized family service plan; 4) are offered at no cost unless subject to federal or state law mandating a system of payments (based on a schedule of sliding fees); and 5) meet the standards of the state. Early intervention services must be provided by qualified personnel.

08 Educational therapy—Programs that provide diagnostic and treatment services which combine psychotherapeutic and tutorial techniques for individuals who have learning disabilities such as dyslexia, perceptual problems, emotional problems or other difficulties.

09 Family counseling—Programs that offer therapeutic sessions that focus on the system of relationships and communication patterns between family members and attempt to modify those relationships and patterns to achieve greater harmony. The therapist focuses on the family as a unit rather than concentrating on the member who has been singled out as being in need of treatment.

10 Free-breakfast program—A federally-funded program that provides supplemental nutrition in the form of a free meal at the beginning of the school day for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the breakfasts served. (See also option 25, Reduced-price breakfast program.)

11 Free-lunch program—A federally-funded program that provides supplemental nutrition in the form of a free meal at noon time for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the lunches served. (See also option 26, Reduced-price lunch program.)

12 Guidance counseling—Programs that provide advice and guidance for students who need assistance in choosing courses or areas for major study, preparing for a vocation or further education, or coping with personal or learning problems.

13 Health care—Programs whose primary purpose is to help individuals achieve and maintain physical well-being through the study, prevention, screening, evaluation and treatment of individuals who have illnesses, injuries, or disabilities.

14 Interpretation for the hearing impaired—Services that enable individuals who have hearing impairments to communicate their needs manually, verbally or in writing.

15 Mental health counseling—Programs that specialize in the treatment of students who have adjustment or behavior problems, emotional disturbances, personality disorders, incipient illness, and/or other comparable conditions.

16 Music therapy—Programs that use music and music-related activities to help the student maintain mental functioning, to facilitate social and emotional growth, to promote communication, to develop constructive use of leisure time and to improve or maintain motor and perceptual skills. Music can be used as a passive agent as in the case of listening to music to aid in reminiscence, reality orientation or relaxation; or as an active creative process in which the client participates in musical production.

17 Note-taking assistance—Programs that assist students who are unable to make their own record of classes or lectures.

18 Occupational therapy—Services that address the functional needs of an individual relating to self-help skills, adaptive behavior and play, and sensory, motor, and postural development. These services are designed to improve the individual's functional ability to perform tasks in the home, school, and community settings and include: 1) identification assessment and intervention; 2) adaptation of the environment, and selection, design and fabrication of assistive and orthodontic devices to facilitate the development of functional skills; and 3) prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.

19 Orientation and mobility services—Programs that help individuals who are blind or who have visual impairments to develop the fundamental spatial concepts and skills that are necessary for maximum mobility and independent living. Instruction focuses on moving safely and efficiently in the school, home or community environment, and usually includes procedures for street crossings, travel in unfamiliar areas, utilization of public transportation, and appropriate use of aids such as sighted guides or canes.

20 Parenting skills assistance—Programs that offer classes, groups, or other educational opportunities for parents or potential parents who want to acquire the knowledge and skills to be effective in their parenting role.

21 Peer services—Programs that specialize in assisting the student through peer interaction. Such programs include peer counseling, tutoring, and leadership activities.

22 Physical therapy—Services to prevent or alleviate movement dysfunction and related functional problems that include: 1) screening of children and youth with disabilities to identify movement dysfunction; 2) obtaining, interpreting, and integrating information appropriate to program planning; and 3) providing direct therapeutic services.

23 Reader service—Programs that provide textbook reading services for individuals who are blind or have visual impairments.

24 Recreation service—Programs which may include: 1) assessment of leisure function; 2) therapeutic recreation services; 3) recreation programs in schools and community agencies; and 4) leisure education.

25 Reduced-price breakfast program—A federally-funded program that provides supplemental nutrition in the form of a reduced cost meal at the beginning of the school day for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the breakfasts served. (See also option 10, Free breakfast program.)

26 Reduced-price lunch program—A federally-funded program that provides supplemental nutrition in the form of a reduced cost meal at noon time for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the lunches served. (See also option 11, Free lunch program.)

27 Rehabilitation counseling services—Programs that provide a combination of treatment and education services designed to restore maximum functioning, a sense of well-being, and a personally satisfying level of independence in individuals who have temporary or permanent disabilities.

28 School clothing—Programs that pay for or provide new or used clothing to students who have nothing appropriate to wear to school and whose parent/guardians are unable to afford these items at retail prices.

29 School health nursing services—Services provided by a qualified school health nurse or other registered nurse/nurse practitioner.

30 Special transportation—Transportation arrangements provided to students to and from home, school, or other service sites.

31 Speech therapy—Individual or group therapy sessions which focus on the remediation of specific articulation problems including: 1) speech sounds that are omitted, replaced by substitute sounds, or distorted; 2) voice problems in which pitch, loudness or quality of voice are affected; or 3) stuttering.

32 Study skills assistance—Programs that provide individual or small group assistance for students who want to improve their study habits, test preparation skills and test-taking techniques.

33 Substance abuse education/prevention—Programs that provide a variety of services including: 1) individual, group, and/or family counseling; 2) knowledge and skill-enhancing activities; and 3) structured groups that focus on family dynamics, problem solving, self-esteem, and/or similar issues. These programs care for students who are at risk of drug abuse, e.g., those who are currently in an experimental stage (light use), who have family members or peer groups who use alcohol or drugs, or who have behavioral, emotional, or other problems at home, in school, in the community, or with the criminal justice system. Substance abuse education programs also offer presentations about the risks of substance use to students at their schools as well as in various other community settings.

34 Teen/adolescent family planning—Programs that offer family planning services including pregnancy counseling, birth control, and pregnancy testing which are especially designed to meet the needs and concerns of teenage students who are pregnant or are concerned about becoming pregnant or impregnating.

35 Test assistance—Programs that provide assistance for students with disabilities who need help in reading or writing responses to test items. Examples of such assistance include the administration of untimed tests and the presence of test facilitators for autistic children.

36 Translating/interpreting—Services that allow individuals who can not comprehend or communicate using either the spoken or written word to understand and express themselves (e.g., foreign language translator and sign language interpreter).

37 Tutoring services—Individualized or small group instruction for students who need assistance in learning one or more components of a prescribed curriculum. Tutoring usually supplements a regular school program, and may be provided by peer students, teachers, or other personnel at school, in an individual's home, or at a community agency site.

38 Vision services—Services that include: 1) evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and disabilities; 2) referrals for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders; and 3) training for communication, orientation and mobility, visual, and independent living skills, and any additional training necessary to activate visual motor abilities.

99 Other

Entity Uses: Program/Service

323 **Transitional Support Service Type**—Services that aim to: 1) strengthen and coordinate special programs and related services for individuals with special needs, including students with disabilities, who are currently in school or have recently left school and may benefit from assistance during the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education or adult services; 2) stimulate the improvement and development of programs for secondary

special education; and/or 3) stimulate the improvement of vocational and life skills to enable students with special needs to be better prepared for transition to adult life and services.

01 Case management services—Programs that develop case plans for the evaluation, treatment and/or care of individuals who, because of age, illness, disability or other difficulties, are unable to arrange for services on their own behalf. The services also assess the individual's needs, coordinate the delivery of services, ensure that services are obtained in accordance with the case plan, and monitor progress to ensure that services are having a desired impact.

02 Communication services—Programs that help participants develop or refine their communication skills, usually by focusing on communication in a particular context (e.g., helping a parent/guardian communicate with a child or helping professionals communicate with their clients). Training may emphasize active listening skills, problem-solving skills, conflict resolution techniques, body language, empathy, sensitivity to the values and/or cultural background of others, genuineness and other facets of the communication process.

03 Community recreational services—Programs that provide equipment and facilities that ensure that individuals with special needs can participate in specific recreational activities, games, or sports of their choice, regardless of age.

04 Independent living—Assistance provided to individuals with special needs including those with disabilities: 1) to learn the basic skills of daily living through individual and group counseling and instruction; 2) to experience and practice coping with real or simulated life situational demands; or 3) to use assistive devices, special equipment, or specialized assistants.

05 Mental health services—Programs that provide services to individuals who have been hospitalized for treatment of acute or chronic mental or emotional disturbances, and facilitate their return to the community. The programs also offer psychiatric treatment in a setting that is less restrictive than inpatient hospitalization.

06 Residential services—Programs that provide a therapeutic living environment in community-based residential facilities for individuals with special needs, including those with emotional and/or behavioral problems. Such individuals require a structured, supervised treatment program which may include individual, group, family, and other treatment modalities as appropriate.

07 Supported employment services—Programs that find paid, meaningful work in a variety of integrated settings for individuals who have special needs, including those with developmental disabilities. Services include assigning a "job coach" to work side-by-side with each client, offering advocacy to the employer and other employees, training in basic job skills and work-related behaviors, assisting with specific tasks as needed, and providing initial and ongoing support as required to ensure that the individual retains competitive employment.

08 Technological aids—Structural or sensory aids provided to students with special physical or physiological needs in order to help them to better adapt to everyday work and/or learning environments.

09 Transportation services—Services that provide transportation for individuals, or make arrangements to transport individuals, to and from sites in which they are involved in vocational or life situations.

10 Vocational rehabilitation training and job placement—Programs that provide adaptive vocational training as a method of rehabilitating students with special needs, including those with disabilities. Program support continues beyond the rehabilitation and training phases, and includes job placement services.

99 Other

Entity Uses: Program/Service

Special Program/Services Delivery—The prescribed and planned arrangement in which programs/services are provided, including the location, setting, funding, and timing.

327 **Care/Service Intensity**—The average number of hours or portion of hours per week that care, education, and/or services are provided to an individual.

Entity Uses: Program/Service

328 **Care/Service Duration**—The average number of weeks per year that care, education, and/or services are provided to an individual.

Entity Uses: Program/Service

329 **Care/Service Beginning Date**—The month, day, and year on which an individual first receives program services.

Entity Uses: Program/Service

330 **Service Setting**—The setting and circumstance in which a student is served (i.e., the educational placement of the student).

01 Early intervention classroom/center—A site at which early intervention services are provided.

02 Homebound placement instruction—Programs that provide itinerant instructional services for students who are unable to leave their homes to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional problems. Teleclasses, which use special conference-type telephone equipment to provide instruction, may also be provided for these students.

03 Hospital placement instruction—Programs that provide itinerant instructional services for students who are unable to leave medical treatment facilities to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional problems. Teleclasses, which use special conference-type telephone equipment to provide instruction, may also be provided for these students.

04 Regular class placement—A regular class in which students with and without special needs are served in a regular elementary or secondary school class (e.g., children and youth with disabilities are mainstreamed). This may include, for example, children with disabilities placed in: 1) regular classes which provide special education/related services within the classes; 2) regular classes which provide special education/related services outside the classes; or 3) regular classes with special education/related services provided in a resource room.

05 Outpatient service facility—Health center, clinics, departments within hospitals, and other facilities that provide walk-in, walk-out diagnostic and treatment services for individuals whose care does not require confinement or a hospital stay.

06 Private residential placement—Residential facilities not under federal, state, or local supervision or control that provide long- or short-term treatment and services, including special education and related services to children with and without disabilities.

07 Private separate day school placement—A nonresidential facility (e.g., a special education school building) not under federal, state, or local supervision or control in which children with special needs receive special education and/or other services.

08 Public residential placement—Residential facilities under federal, state, or local supervision or control that provide long- or short-term treatment, including special education and related services to children with and without disabilities.

09 Public separate day school placement—A nonresidential facility (e.g., a special education school building) under federal, state, or local supervision or control in which children with special needs receive special education and/or other services.

10 Resource room placement (pull-out program)—A classroom that is not a regular classroom in which children with special needs receive special education and/or other services. This may include children placed in resource rooms that provide special education/related services, or resource rooms with part-time instruction in a regular class.

11 Separate class placement—A classroom in which children with special needs receive special education and/or other services outside of the regular classroom. This includes only children educated on a regular campus. It does not include students who receive education programs in public or private separate day or residential facilities. It may include: self-contained special classrooms with part-time instruction in a regular class, or self-contained special classrooms with full-time instruction on a regular school campus.

99 Other

Entity Uses: Program/Service

Program Exit—Information regarding the termination of a student's program/services.

334 **Care/Service Ending Date**—The month, day, and year on which an individual last participated in or received program services.

Entity Uses: Program/Service

335 **Program Exit Reason**—The documented or assumed reason a student is no longer being served by a special program.

01 Graduated with a high school diploma—The student received a legally recognized document certifying the completion of high school education.

02 Received certificate of completion, modified diploma, or finished IEP requirements—The student received a certificate or diploma, other than a high school diploma, signifying the completion of an individualized education program (IEP) or a secondary education program.

03 Program concluded—The student has completed the requirements and/or received all services constituting the program, or the program/service has ceased to be offered.

04 Reached maximum age—The student has reached the upper age mandate for providing special education and related services, or other program/services, as defined by state law, practice, or court order.

05 Returned to regular education—The student will no longer participate in special program/services currently being offered and will begin a regular program of education.

06 Refused services—Despite school recommendation and identified eligibility, the student (or his or her parent or guardian) refused services offered in special program/services.

07 Transferred to another district or school, known to be continuing in program/service—The student has enrolled in another district or school and will continue to participate in the program/service.

08 Transferred to another district or school, not known to be continuing in program/service—The student has enrolled in another district or school, but specific information about his or her program/service participation is not known.

09 Suspended from school—The student has been temporarily dismissed from school, and is precluded from participating in programs.

10 Discontinued schooling, special education only—The student with disabilities was enrolled in school at some point in the reporting year, was not enrolled at the end of the reporting year, and did not exit through any other basis (i.e., graduated with diploma; graduated with certificate; reached maximum age; transferred, known to be continuing; transferred, not known to be continuing; or died). This term includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

11 Discontinued schooling, not special education—The student (who was participating in a program other than special education) was enrolled in school at some point in the reporting year, but was not enrolled at the end of the reporting year, and did not exit through any other basis (i.e., graduated with diploma, graduated with certificate; reached maximum age; transferred, known to be continuing; transferred, not known to be continuing; or died).

12 Died—The student's name has been removed from school membership rolls because of his or her death.

99 Other

Entity Uses: Program/Service

G. DISCIPLINE

Nature of Offense—Information under this category contains data elements relating to the description and severity of the offense.

336 **Offense Type**—A violation or infraction of a specified code established by the school or civil authorities.

01 Infraction of school rules—An act committed or omitted in violation of any of the established codes of the school or school board of education.

02 Criminal offense—An act committed or omitted in violation of a civil law forbidding or commanding specific conduct and for which punishment is imposed upon conviction.

03 Chronic truancy—The act of staying out of school without permission for an unexcusable amount of time as determined by state and local policy.

99 Other

Entity Uses: Student

338 **Offense Occurrence Date**—The month, day, and year on which the infraction occurred.

Entity Uses: Student

339 **Offense Occurrence Location**—A designation or description of the site at which the infraction took place.

01 On school property—A location within the boundaries of school property.

02 A school-related function outside of school property—Any location beyond school boundaries where the school still has responsibility for the student (e.g., on a field trip or at an interscholastic athletic event).

03 A non-school related function without appropriate supervision—A function held at a non-school facility where appropriate supervision is not provided (e.g., a student in boarding school attending a party off-campus without parental supervision).

99 Other

Entity Uses: Student

Disciplinary Action—Information in this category relates to the type and extent of disciplinary action taken by authorities.

340 **Disciplinary Action Type**—The method of punitive or corrective action taken by the school or court authority to reprimand or rehabilitate a student after an offense is committed.

01 Community service—Service that is done for the community (often measured in hours served). Such service may include clean-up or any other type of work desired by the community.

02 Corporal punishment—An act of physical punishment (e.g., paddling a student).

03 Counseling (mandatory)—The act of requiring a student to participate in counseling services regarding the specific occurrence.

04 Demerit—A mark recorded against a student for poor conduct.

05 Detention—The act of mandating a student to attend supervised sessions during non-instructional hours.

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06 Documented warning—An instance in which a student is officially admonished and/or advised about expected future action or conduct.

07 Expulsion—An action, taken by school authorities, compelling a student to withdraw from school for reasons such as extreme misbehavior, chronic absenteeism and/or tardiness, incorrigibility, or unsatisfactory achievement or progress in school work.

08 In-school suspension—The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulation, served under supervision during school hours.

09 Letter of apology—The act of mandating that a student submit a formal letter of apology for an offense committed. Such an apology may remove the offense from the student's record.

10 Out-of-school suspension—The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulation, served outside of school.

11 Physical activity—An action taken by school officials, as part of a disciplinary process, that forces a student to participate in a physical activity (e.g., running laps or a specified number of push-ups).

12 Privilege restriction—The act of taking away a student's privileges for a designated length of time (e.g., recess or access to the candy machine).

13 Probation—The act of restricting a student from school or school functions with terms and/or guidelines. Release from suspension is given after necessary terms of the action are met (e.g., a specified period of time during which the offense in question is not recommitted).

14 Referral to juvenile justice system—A disciplinary action in which school officials refer a student to the civil juvenile justice system for further action.

15 Reprimand—An action taken by school officials, as part of the disciplinary process, in which a student is rebuked for an offense.

16 Transfer to alternative program—An action taken by school officials, as part of the disciplinary process, that forces a student to enroll in an alternative program.

17 Transfer to institution—The withdrawal of a student from school by mandate of school officials or a court order and subsequent placement of the student into an institution.

18 Unsatisfactory behavior grades—An instance in which a student receives an official appraisal from school personnel that indicates unsatisfactory behavior.

99 Other

Entity Uses: Student

Attachment V-(1)
List of U.S. States and Extra-State Jurisdictions and Codes[1]

AL	Alabama	MI	Michigan	UT	Utah
AK	Alaska	MN	Minnesota	VT	Vermont
AZ	Arizona	MS	Mississippi	VA	Virginia
AS	Arkansas	MO	Missouri	WA	Washington
CA	California	MT	Montana	WV	West Virginia
CO	Colorado	NE	Nebraska	WI	Wisconsin
CT	Connecticut	NV	Nevada	WY	Wyoming
DE	Delaware	NH	New Hampshire	AS	American Samoa
DC	District of Columbia	NJ	New Jersey	FM	Federated States of Micronesia
FL	Florida	NM	New Mexico	GU	Guam
GA	Georgia	NY	New York	MH	Marshall Islands
HI	Hawaii	NC	North Carolina	MP	Northern Mariana Islands
ID	Idaho	ND	North Dakota	PW	Palau
IL	Illinois	OH	Ohio	PR	Puerto Rico
IN	Indiana	OK	Oklahoma	VI	Virgin Islands
IA	Iowa	OR	Oregon		
KS	Kansas	PA	Pennsylvania		
KY	Kentucky	RI	Rhode Island		
LA	Louisiana	SC	South Carolina		
ME	Maine	SD	South Dakota		
MD	Maryland	TN	Tennessee		
MA	Massachusetts	TX	Texas		

[1] Source: The United States Zip Code and Post Office Directory, U.S. Postal Service, 1993. Washington, D.C.

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Attachment V-(2)
List of Countries and Codes[1]

AD	Andorra
AE	United Arab Emirates
AF	Afghanistan
AG	Antigua & Barbuda
AI	Anguilla
AL	Albania
AM	Armenia
AN	Netherlands Antilles
AO	Angola
AQ	Antarctica
AR	Argentina
AS	American Samoa
AT	Austria
AU	Australia
AW	Aruba
AZ	Azerbaijan
BA	Bosnia & Herzegovina
BB	Barbados
BD	Bangladesh
BE	Belgium
BF	Burkina Faso
BG	Bulgaria
BH	Bahrain
BI	Burundi
BJ	Benin
BM	Bermuda
BN	Brunei Darussalam
BO	Bolivia
BR	Brazil
BS	Bahamas
BT	Bhutan
BU	Burma
BV	Bouvet Island
BW	Botswana
BY	Byelorussian SSR
BZ	Belize
CA	Canada
CC	Cocos (Keeling) Islands
CF	Central African Republic
CG	Congo
CH	Switzerland
CI	Ivory Coast (C ſte d'Ivoire)
CK	Cook Islands
CL	Chile
CM	Cameroon
CN	China
CO	Colombia
CR	Costa Rica
CS	Czechoslovakia
CU	Cuba
CV	Cape Verde
CX	Christmas Island
CY	Cyprus
CZ	Czech Republic
DD	German Democratic Republic
DE	Germany (Formerly, Federal Republic of Germany)
DJ	Djibouti
DK	Denmark
DM	Dominica
DO	Dominican Republic
DZ	Algeria
EC	Ecuador
EE	Estonia
EG	Eqypt
EH	Western Sahara
ER	Eritrea
ES	Spain
ET	Ethiopia
FI	Finland
FJ	Fiji
FK	Falkland Islands (Malvinas)
FM	Micronesia
FO	Faroe Islands
FR	France
FX	France, Metropolitan
GA	Gabon
GB	United Kingdom (Great Britain)
GD	Grenada
GE	Georgia
GF	French Guiana
GH	Ghana
GI	Gibraltar
GL	Greenland

[1] Sources: *Codes for Representation of Names of Countries* [ISO 3166-1974 (E), ISO 3166-1988 (E), ISO 3166-1993 (E)]. Available from American National Standards Institute, Inc., 11 West 42nd Street, 13th Floor, New York, New York 10036 or National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22100.

GM	Gambia
GN	Guinea
GP	Guadeloupe
GQ	Equatorial Guinea
GR	Greece
GS	South Georgia & the South Sandwich Islands
GT	Guatemala
GU	Guam
GW	Guinea-Bissau
GY	Guyana
HK	Hong Kong
HM	Heard Island & McDonald Islands
HN	Honduras
HR	Croatia
HT	Haiti
HU	Hungary
ID	Indonesia
IE	Ireland
IL	Israel
IN	India
IO	British Indian Ocean Territory
IQ	Iraq
IR	Islamic Republic of Iran
IS	Iceland
IT	Italy
JM	Jamaica
JO	Jordan
JP	Japan
KE	Kenya
KG	Kyrgyzstan
KH	Cambodia (Formerly, Democratic Kampuchea)
KI	Kiribati
KM	Comoros
KN	St. Kitts and Nevis
KP	Korea, Democratic People's Republic of
KR	Korea, Republic of
KW	Kuwait
KY	Cayman Islands
KZ	Kazakhstan
LA	Lao People's Democratic Republic
LB	Lebanon
LC	Saint Lucia
LI	Liechtenstein
LK	Sri Lanka
LR	Liberia
LS	Lesotho
LT	Lithuania
LU	Luxembourg
LV	Latvia
LY	Libyan Arab Jamahiriya
MA	Morocco
MC	Monaco
MD	Moldova, Republic of
MG	Madagascar
MH	Marshall Islands
ML	Mali
MM	Myanmar
MN	Mongolia
MO	Macau
MP	Northern Mariana Islands
MQ	Martinique
MR	Mauritania
MS	Montserrat
MT	Malta
MU	Mauritius
MV	Maldives
MW	Malawi
MX	Mexico
MY	Malaysia
MZ	Mozambique
NA	Namibia
NC	New Caledonia
NE	Niger
NF	Norfolk Island
NG	Nigeria
NI	Nicaragua
NL	Netherlands
NO	Norway
NP	Nepal
NR	Nauru
NT	Neutral Zone
NU	Niue
NZ	New Zealand
OM	Oman
PA	Panama
PE	Peru
PF	French Polynesia
PG	Papua New Guinea
PH	Philippines
PK	Pakistan
PL	Poland
PM	St. Pierre & Miquelon
PN	Pitcairn
PR	Puerto Rico
PT	Portugal
PW	Palau
PY	Paraguay
QA	Qatar
RE	Réunion
RO	Romania
RU	Russian Federation
RW	Rwanda
SA	Saudi Arabia

SB	Solomon Islands
SC	Seychelles
SD	Sudan
SE	Sweden
SG	Singapore
SH	St. Helena
SI	Slovenia
SJ	Svalbard & Jan Mayen Islands
SK	Slovakia
SL	Sierra Leone
SM	San marino
SN	Senegal
SO	Somalia
SR	Suriname
ST	Sao Tome & Principe
SU	Union of Soviet Socialist Republics
SV	El Salvador
SY	Syrian Arab Republic
SZ	Swaziland
TC	Turks & Caicos Islands
TD	Chad
TF	French Southern Territories
TG	Togo
TH	Thailand
TJ	Tajikistan
TK	Tokelau
TM	Turkmenistan
TN	Tunisia
TO	Tonga
TP	East Timor
TR	Turkey
TT	Trinidad & Tobago
TV	Tuvalu
TW	Taiwan, Province of China
TZ	Tanzania, United Republic of
UA	Ukraine (Formerly, Ukrainian Soviet Socialist Republic)
UG	Uganda
UM	United States Minor Outlying Islands
US	United States of America
UY	Uruguay
UZ	Uzbekistan
VA	Vatican City State (Holy See)
VC	St. Vincent & the Grenadines
VE	Venezuela
VG	British Virgin Islands
VI	United States Virgin Islands
VN	Vietnam
VU	Vanuatu
WF	Wallis & Futuna Islands
WS	Samoa
YD	Democratic Yemen
YE	Yemen
YT	Mayotte
YU	Yugoslavia
ZA	South Africa
ZM	Zambia
ZR	Zaire
ZW	Zimbabwe
ZZ	Unknown or unspecified country

Attachment V-(3)
List of Languages and Codes[1]

001	AA	Afar
002	AB	Abkhazian
003	AF	Afrikaans
004	AM	Amharic
005	AR	Arabic
006	AS	Assamese
007	AY	Aymara
008	AZ	Azerbaijani
009	BA	Bashkir
010	BE	Byelorussian
011	BG	Bulgarian
012	BH	Bihari
013	BI	Bislama
014	BN	Bengali; Bangla
015	BO	Tibetan; Bodskad
016	BR	Breton
017	CA	Catalan
018	CO	Corsican
019	CS	Czech
020	CY	Welsh
021	DA	Danish
022	DE	German
023	DZ	Bhutani
024	EL	Greek
025	EN	English
026	EO	Esperanto
027	ES	Spanish
028	ET	Estonian
029	EU	Basque; Euskera
030	FA	Persian; Farsi
031	FI	Finnish; Suomi
032	FJ	Fiji
033	FO	Faroese
034	FR	French
035	FY	Frisian
036	GA	Irish; Gaeilge
037	GD	Scots Gaelic
038	GL	Galician
039	GN	Guarani
040	GU	Gujarati
041	HA	Hausa
042	HI	Hindi
043	HR	Croatian; Hrvatski
044	HU	Hungarian; Magyar

[1] Source: Code for the Representation of Names of Languages (ISO 639). Available from the American National Standards Institute, 11 West 42nd Street, 13th Floor, New York, New York, 10036.

045	HY	Armenian; Hayeren
046	IA	Interlingua
047	IE	Interlingue
048	IK	Inupiak
049	IN	Indonesian; Bahasa Indonesia
050	IS	Icelandic; Islenzk
051	IT	Italian
052	IW	Hebrew; Iwrith
053	JA	Japanese; Nihongo
054	JI	Yiddish; Jiddisch
055	JW	Javanese; Bahasa Jawa
056	KA	Georgian; Kartuli
057	KK	Kazakh
058	KL	Greenlandic; Kalaallisut
059	KM	Cambodian; Khmer
060	N	Kannada
061	KO	Korean; Choson-o
062	KS	Kashmiri
063	KU	Kurdish; Zimany Kurdy
064	KY	Kirghiz; Kyrgyz
065	LA	Latin
066	LN	Lingala
067	LO	Laothian; Pha Xa Lao
068	LT	Lithuanian
069	LV	Latvian, Lettish
070	MG	Malagasy
071	MI	Maori
072	MK	Macedonian
073	ML	Malayalam
074	MN	Mongolian
075	MO	Moldavian
076	MR	Marathi
077	MS	Malay; Bahasa Malaysia
078	MT	Maltese
079	MY	Burmese; Myanmasa
080	NA	Nauru
081	NE	Nepali
082	NL	Dutch; Nederlands
083	NO	Norwegian
084	OC	Occitan
085	OM	(Afan) Oromo
086	OR	Oriya
087	PA	Punjabi; Panjabi
088	PL	Polish
089	PS	Pashto, Pushto
090	PT	Portuguese
091	QU	Quechua
092	RM	Rhaeto-Romance
093	RN	Kirundi
094	RO	Romanian
095	RU	Russian
096	RW	Kinyarwanda

097	SA	Sanskrit
098	SD	Sindhi
099	SG	Sangho
100	SH	Serbo-Croatian
101	SI	Singhalese
102	SK	Slovak
103	SL	Slovenian
104	SM	Samoan
105	SN	Shona
106	SO	Somali
107	SQ	Albanian; Shqip
108	SR	Serbian; Srpski
109	SS	Siswati
110	ST	Sesotho
111	SU	Sundanese
112	SV	Swedish; Svenska
113	SW	Swahili
114	TA	Tamil
115	TE	Telugu
116	TG	Tajik
117	TH	Thai
118	TI	Tigrinya
119	TK	Turkmen
120	TL	Tagalog
121	TN	Setswana
122	TO	Tonga
123	TR	Turkish
124	TS	Tsonga
125	TT	Tatar
126	TW	Twi
127	UK	Ukrainian
128	UR	Urdu
129	UZ	Uzbek
130	VI	Vietnamese
131	VO	Volap^k
132	WO	Wolof
133	XH	Xhosa
134	YO	Yoruba
135	ZH	Chinese; Zhongwen
136	ZU	Zulu

The following is a list of North American Indian languages which are not coded by the American National Standards Institute:

137	Abnaki
138	Achimawi
139	Ahtena
140	Alabama
141	Aleut
142	Algonquian
143	Apache

144	Arapaho
145	Araucanian
146	Arikara
147	Athapascan
148	Atsina
149	Atsugewi
150	Aucanian
151	Aymara
152	Aztec
153	Blackfoot
154	Caddo
155	Cahuilla
156	Cakchiquel
157	Cayuga
158	Chasta Costa
159	Chemeheuvi
160	Cherokee
161	Chetemacha
162	Cheyenne
163	Chinook Jargon
164	Chiricahua
165	Chiwere
166	Choctaw
167	Chumash
168	Clallam
169	Coast Miwok
170	Cocomaricopa
171	Coeur D'Alene
172	Columbia
173	Comanche
174	Cowlitz
175	Cuna
176	Cupeno
177	Cree
178	Crow
179	Dakoka
180	Delaware
181	Delta River Yuman
182	Diegueno
183	Eskimo
184	Eyak
185	Foothill North Yokuts
186	Fox
187	French Cree
188	Guarani
189	Guaymi
190	Haida
191	Han
192	Havasupai
193	Hichita
194	Hidatsa
195	Hopi

196	Hupa
197	Inupik
198	Iroquois
199	Island Carib
200	Jicarilla
201	Klamath
202	Kawaiisu
203	Kalispel
204	Kansa
205	Karok
206	Keres
207	Kickapoo
208	Kiowa
209	Kiowa-Apache
210	Koasati
211	Koyukon
212	Kuchin
213	Kutenai
214	Kwakiutl
215	Indian
216	Ingalit
217	Lower Chehalis
218	Luiseno
219	Makah
220	Mam
221	Mandan
222	Maya
223	Menomini
224	Miami
225	Micmac
226	Mikasuki
227	Mixtec
228	Mohave
229	Mohawk
230	Mono
231	Mountain Maidu
232	Muskogee
233	Navaho
234	Nez Perce
235	Nomlaki
236	Nootka
237	Nootsack
238	Northern Paiute
239	Northwest Maidu
240	Ojibwa
241	Okanogan
242	Omaha
243	Oneida
244	Onondaga
245	Osage
246	Other Athapascan-Eyak
247	Ottawa

248 Pacific Gulf Yupik
249 Paiute
250 Panamint
251 Passamaquoddy
252 Patwin
253 Pawnee
254 Penobscot
255 Picuris
256 Pima
257 Plains Miwok
258 Pomo
259 Ponca
260 Potawatomi
261 Puget Sound Salish
262 Quapaw
263 Quechua
264 Quekchi
265 Quiche
266 Quinault
267 Sahaptian
268 Saint Lawrence Island Yupik
269 Salish
270 Sandia
271 San Carlos
272 Santiam
273 Seneca
274 Serrano
275 Shastan
276 Shawnee
277 Shoshoni
278 Sierra Miwok
279 Siuslaw
280 Southern Maidu
281 Southern Paiute
282 Spokane
283 Tachi
284 Tanacross
285 Tanaina
286 Tanana
287 Tarahumara
288 Tarascan
289 Tewa
290 Tillamook
291 Tiwa
292 Tlingit
293 Towa
294 Tonkawa
295 Tsimshian
296 Tubatulabal
297 Tupi
298 Tuscarora
299 Tutchone

300	Twana
301	Up River Yuman
302	Upland Yuman
303	Upper Chehalis
304	Upper Chinook
305	Upper Kuskokwim
306	Upper Tanana
307	Ute
308	Walapai
309	Wappo
310	Washo
311	Wichita
312	Winnebago
313	Wintun
314	Wiyot
315	Wyandot
316	Yaqui
317	Yavapai
318	Yuchi
319	Yuki
320	Yuma
321	Yupik
322	Yurok
323	Zapotec
324	Zuni

The following is a list of Pacific Island Languages which are not coded by the American National Standards Institute:

325	Carolinian
326	Chamorro
327	Chuukese/Trukese
328	Guamanian
329	Kosraen
330	Marshallese
331	Palauan
332	Pohnpeians
333	Samoan
334	Yapese

Attachment V-(4)
List of Selected Programs Funded by the Federal Government

Included in this appendix is an alphabetical list of selected federal programs funded by the various education and non-education agencies in the federal government. These programs provide funds and/or assistance to schools, school systems, or non-education agencies (e.g., community-based organizations) to deliver instructional and/or support services to students and children prior to school age. These services may or may not be provided in school buildings. A complete list of all federally-funded domestic programs can be found in *The Catalog of Federal Domestic Assistance, 1992* prepared by the General Services Administration. This document is available through the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.

Adolescent Family Life, Demonstration Projects—Promotes adoption as an alternative for adolescent parents; promotes community-based, family-centered approaches to the problem of out-of-wedlock pregnancy by encouraging abstinence from adolescent pre-marital sexual relations; and establishes innovative, comprehensive, and integrated approaches to the delivery of care services for pregnant adolescents, with primary emphasis on unmarried adolescents who are 17 years of age and under and for adolescent parents. (FEDERAL AGENCY: Office of the Assistant Secretary for health, Public Health Service, Department of Health and Human Services)

Bilingual Education (Title VII Grants)—Develops and carries out programs of bilingual education in elementary and secondary schools, including activities at the preschool level, which are designed to meet the educational needs of children of limited English proficiency; demonstrates effective ways of providing such children with instruction designed to enable them, while using their native language, to achieve competence in English; or develops alternative instruction programs that need not use the native language; develops the human and material resources required for such programs; and builds the capacity of grantees to continue programs of bilingual education when assistance under this program is reduced or no longer available. (FEDERAL AGENCY: Office of Bilingual Education and Minority Language Affairs, Department of Education)

Chapter 1 Programs, Local Education Agencies (Chapter 1 Basic and Concentration grants)—Provides compensatory instructional activities to educationally-deprived children that reside in low-income areas and have been selected on the basis of a needs assessment. Services must supplement, not supplant, those normally provided by state and local education agencies. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Chapter 1 Program For Neglected and Delinquent Children—Provides for the special educational needs of children in institutions or community day school programs for neglected or delinquent children, and children in adult correctional institutions; Services must be used to supplement, not supplant, those normally provided with state funds. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Child and Adult Care Food Program—Assists states, through grants in aid and other means, in maintaining non-profit food service programs for children and elderly or impaired adults in public and private, non-profit, non-residential institutions providing care; family day care homes for children; and private for-profit centers that receive compensation under Title XX for at least 25 percent of the enrolled children, or 25 percent of licensed capacity, and under Title XIX or Title XX for at least 25 percent of the adults, who are enrolled in non-residential day care services. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Child Welfare Services, State Grants—Establishes , extends, and strengthens, child welfare services provided by the state and local public welfare agencies to enable children to remain in their own homes, or, where that is impossible, to provide alternate permanent homes for them. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Childhood Immunization grants (section 317, Public Health Service Act; Immunization Program)—Assists states and communities in establishing and maintaining preventive health service programs to immunize individuals against vaccine-preventable diseases (including measles, rubella, poliomyelitis, diptheria, pertussis, tetanus, hepatitis b, mumps, hemophilus influenza type b. (FEDERAL AGENCY: Centers for Disease Control and Prevention, Public health Service, Department of Health and Human Services)

Children and Youth with Serious Emotional Disturbance—Establishes projects for the purpose of improving special education and related services to children and youth with serious emotional disturbance. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Community-Based Service Learning Program—Supports programs to implement, operate, expand, and/or replicate a community-based program providing meaningful community service. (FEDERAL AGENCY: Cooperation for National and Community Service)

Demonstration Grants for the Prevention of Alcohol and Other Drug Abuse Among High-Risk Youth—Supports projects that demonstrate effective community-based models for the prevention, treatment, and rehabilitation of drug and alcohol abuse among high-risk youth. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

Drug Abuse Prevention and Education Relating to Youth Gangs—Prevents and reduces the participation of youth in gangs that engage in illicit drug-related activities; promotes involvement of youth in lawful activities; prevents the abuse of drugs by youth; supports the coordination of activities of local police departments, education , employment and social service agencies; provides information on the treatment and rehabilitation options available to youth; coordinates support between schools and state and federal governments; and provides technical assistance to eligible organizations. (FEDERAL AGENCY: Family and Youth Services bureau, Administration for Children and Families, Department of Health and Human Services)

Drug-Free School and Communities, State Grants (Drug-Free Schools and Communities)—Establishes state and local programs of alcohol and drug abuse education and prevention coordinated with related community efforts and resources. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Early Education for Children with Disabilities (Early Education Program)—Supports the demonstration , dissemination, and implementation of effective approaches to preschool and early childhood education for children with disabilities. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Education for Homeless Children and Youth, Grants for State and Local Activities—Carries out the policies set forth in Section 721 of the Stewart B. McKinney Homeless Assistance Act of 1987, which provides activities for and services to homeless children and youth to enroll in, attend, and achieve in schools. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Education of Handicapped Children in State-Operated or Supported Schools (Chapter 1, ESEA Handicapped)—Provides programs that supplement services to children who are disabled and enrolled in state-operated or state-supported schools and programs to children who are disabled and enrolled in local education agencies that have transferred from a state school or program. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Emergency Immigrant Education—Provides assistance to states for educational services and costs for immigrant children enrolled in elementary and secondary public and non-public schools. States provide funding to those local education agencies (LEAs) whose enrollment of immigrant children in elementary and secondary public and non-public schools is at least 500 or three percent of the total enrollment. To be counted, immigrant children must have been enrolled in U.S. schools for less than three years. (FEDERAL AGENCY: Office of Bilingual Education and Minority Language Affairs, Department of Education)

Even Start, Indian Tribes and Tribal Organizations—Provides family-centered education projects which help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and provides literacy training for their parents. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Even Start, Migrant Education—Provides family-centered projects which help parents of migratory children become full partners in the education of their children, assists migratory children in reaching their full potential as learners, and provides literacy training for their parents. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Even Start, State Education Agencies—Provides family-centered education projects which help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and provides literacy training for their parents. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Federal Employment for Disadvantaged Youth, Part-Time (Stay-in-School Program)—Gives disadvantaged students 16 years of age and older, an opportunity for part-time temporary employment with federal agencies in order to allow them to continue their education without interruptions caused by financial pressures. (FEDERAL AGENCY: Office of Personnel Management)

Federal Employment for Disadvantaged Youth, Summer (Summer Aids)—Gives disadvantaged young people, 16 years of age and older, meaningful summer employment with the federal government. (FEDERAL AGENCY: Office of Personnel Management)

Federal Employment for Individuals With Disabilities (Selective Placement Program)—Encourages federal agencies to provide assistance to persons with disabilities, including disabled veterans, in obtaining and retaining federal employment. (FEDERAL AGENCY: Office of Personnel Management)

Federal Summer Employment (Summer Jobs in Federal Agencies)—Provides summer employment primarily for college and high school students. (FEDERAL AGENCY: Office of Personnel Management)

FIRST Family School Partnership—Increases the involvement of families in improving the educational achievement of their children in preschool, elementary and secondary schools. (FEDERAL AGENCY: Office of Educational Research and Improvement, Department of Education)

Follow Through—Sustains and augments in primary grades the gains that children from low-income families make in Head Start and other quality preschool programs. Follow Through provides special programs of instruction as well as health, nutrition, and other related services that will aid in the continued development of children to their full potential. Active participation of parents is stressed. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Foster Care, Title IV-E—Provides federal financial participation (FFP) in assistance on behalf of eligible children needing care away from their families (in foster care) who are in the placement and care of the state agency administering the program and provide FFP in the cost of proper and efficient administrative and training costs. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Head Start—Provides comprehensive health, educational, nutritional, social, and other services primarily to economically-disadvantaged preschool children, including Indian children on federally-recognized reservations, and children of migratory workers and their families; and involves parents in activities with their children so that the children will attain overall social competence. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Independent Living Services (Comprehensive Services, Part B)—Assists states to promote a philosophy of independent living, including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream American society, by providing financial assistance for providing, expanding, and improving the provision of independent living services. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Indian Education, Grants to Indian-Controlled Schools (Indian Education Act, Subpart 1, Non-LEAs)—Provides financial assistance to Indian-controlled schools to develop and implement cultural enrichment programs for elementary and secondary schools that are designed to meet the special educational needs of Indian children. The schools must be located on or near a reservation and must be governed by an Indian tribe or tribally-sanctioned organization. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Indian Social Services, Child Welfare Assistance—Provides foster home care and appropriate institutional (non-medical) care for dependent, neglected, and disabled Indian children in need of protection residing on or near reservations, including those children living in the Bureau of Indian Affairs service area jurisdictions in Alaska and Oklahoma, when these services are not available from state or local public agencies. (FEDERAL AGENCY: Bureau of Indian Affairs, Department of the Interior)

Juvenile Justice and Delinquency Prevention, Special Emphasis (Program Grants, Discretionary Grants and Contracts)—Develops and implements programs that design, test, and demonstrate effective approaches, techniques, and methods for preventing and controlling juvenile delinquency such as community-based alternatives to institutional confinement; developing and implementing effective means of diverting juveniles from the traditional juvenile justice and correctional system; programs stressing advocacy activities aimed at improving services to youth impacted by the juvenile justice system; model programs to strengthen and maintain the family unit; prevention and treatment programs relating to juveniles who commit serious crimes; programs to prevent hate crimes; and a national law-related education of delinquency prevention. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency Prevention, Department of Justice)

Juvenile Justice and Delinquency Prevention, Allocation to States (State Formula Grants)—Increases the capacity of state and local governments to support the development of more effective education, training, research, prevention, diversion, treatment, and rehabilitation programs in the area of juvenile delinquency and programs to improve the juvenile justice system. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency provision, Department of Justice)

Magnet Schools Assistance in Desegregating Districts—Provides grants to eligible LEAs for use in magnet schools that are a part of approved desegregation plans and that are designed to bring together students from different social, economic, racial and ethnic backgrounds. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Medical Assistance Program (Medicaid; Title XIX)—Provides financial assistance to states for payment of medical assistance on behalf of cash assistance recipients, children, pregnant women, and the aged who meet income and resource requirements, and other categorically-eligible groups. Financial assistance is also provided to states to pay for Medicare premiums, copayments and deductibles of qualified Medicare beneficiaries meeting certain income requirements. (FEDERAL AGENCY: Health Care Financing Administration, Department of Health and Human Services)

Migrant Education, Basic State Formula Grant Program—Establishes or improves programs to meet the special educational needs of children of migratory agricultural workers or migratory fishers. Program funds are used for compensatory education programs for migratory children. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Model Comprehensive Drug Abuse Treatment Programs for Critical Populations (Critical Populations)—Enhances existing drug abuse treatment programs for specific populations called critical populations which include adolescents and juvenile justice residents of public housing, with the ultimate goal of improving treatment for these populations. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

Model Criminal Justice Drug Abuse Treatment for Incarcerated Populations, non-Incarcerated Populations and Juvenile Justice Populations (Criminal Justice Treatment Program)—Enhances drug treatment for criminal justice populations, including prisons, jails, probation and parole, juvenile institutions, as well as court diversion to treatment. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

National School Lunch Program (School Lunch Program)—Assists states, through cash grants and food donations, in making the school lunch program available to school students and encourages the domestic consumption of nutritious agricultural commodities. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

National Service Trust Program (Americorp)—Supports programs that address the nation's human, educational, environmental, and public safety needs through service that provides a direct benefit to the community in which it is performed. Programs must also have an impact on their participants, developing public-spirited, effective citizens with the skills needed for life-long contributions to solving the pressing problems facing our communities and our nation. National service participants may not displace existing workers or duplicate their functions. (FEDERAL AGENCY: Corporation for National and Community Service)

Rehabilitation Services, Basic Support (Vocational Rehabilitation Services Program)—Assists states in operating comprehensive, coordinated, effective, efficient and accountable programs of vocational rehabilitation which assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, and capabilities so they may prepare for and engage in competitive employment. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

School-Based Service Learning Program—Supports programs that involve school-age individuals in service learning projects. Funds programs that expand state capacity, provide teacher training, develop service leaning curricula, and establish effective outreach programs. (FEDERAL AGENCY: Corporation for National and Community Service)

School Breakfast Program—Assists states in providing a nutritious non-profit breakfast service for school students, through cash grants and food donations. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

School Dropout Demonstration Assistance (Dropout Prevention Program)—Provides financial assistance to LEAs, educational partnerships and community-based organizations to establish and demonstrate effective dropout prevention and re-entry programs. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Secondary Education and Transitional Services for Youth with Disabilities—1) Strengthens and coordinates education, training and related services for disabled youth; 2) assists in the transitional process to postsecondary education, vocational training, competitive employment, continuing education and adult services; and 3) stimulates the improvement and development of programs for secondary level special education. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Services for Children with Deaf-Blindness (Services for Deaf-Blind Children and Youth)—Provides technical assistance to state education agencies and improves services to deaf-blind children. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, Preschool Grants—Provides grants to states to assist them in providing a free appropriate public education to preschool disabled children aged three to five years. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, Severely Disabled Program (Program for Children with Severe Disabilities)—Addresses the special education, related services, and early intervention needs of children and youth with severe disabilities. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, State Grants (Part B, Individuals with Disabilities Education Act)—Provides grants to states which assist them in providing a free appropriate public education to all children with disabilities. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Milk Program for Children—Provides subsidies to schools and institutions to encourage the consumption of fluid milk by children. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Summer Food Service Program for Children—Assists states, through grants-in-aid and other means, to conduct non-profit food service programs for needy children during the summer months and at other approved times when schools are closed for vacation. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Upward Bound—Generates the skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students and veterans. The goal of the program is to increase the academic performance and motivational levels of eligible enrollees so that such persons may complete secondary school and successfully pursue postsecondary educational programs. Except for veterans who can be served regardless of age, project participants must be between 13 and 19 years old and have completed the eighth grade but not have entered the twelfth grade (exceptions allowed). (FEDERAL AGENCY: Office of Postsecondary Education, Department of Education)

Vocational Education, Basic Grants to States—Develops more fully the academic and occupational skills of all segments of the population, principally through concentrating resources on improving educational programs leading to academic and occupational skills needed to work in a technologically advanced society. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Community-Based Organizations—Provides educational assistance to economically- and educationally-disadvantaged youth and individuals with disabilities who are not being adequately served by regular vocation education programs, through the collaboration of public agencies, community-based organizations, and business concerns, enabling them to succeed in vocational education. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Consumer and Homemaking Education—Assists states in conducting consumer and homemaking education instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking through instructional programs which include the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development, housing, home management (including resource management), clothing and textiles. Emphasis is placed on programs located in areas for residents of economically-depressed areas and/or areas with high rates of unemployment. Programs are designed to assist consumers, and to help improve home environments and the quality of family life. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Cooperative Demonstration—Supports projects that demonstrate ways in which vocational education and the private sector of the economy can work together effectively to assist vocational education students to attain the advanced level of skills needed to make the transition from school to productive employment Projects must also provide a basis for the preparation of an application to the Department's Effectiveness Panel. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Indians—Makes grants and contracts with Indian Tribes or tribal organizations and Bureau of Indian Affairs funded schools to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Carl D. Perkins Vocational Education Act. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Women's Educational Equity (Women's Educational Equity Act Program)—1) Promotes educational equity for women in the United States; 2) promotes educational equity for women who suffer multiple discrimination, bias, or stereotyping based on sex, race, ethnic origin, disability, or age; and 3) enables educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972 relating to non-discrimination on the basis of sex in federally assisted educational programs. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Section VI

Basic Data Elements for Staff Information Systems

Section VI
Basic Data Elements for Staff Information Systems

This section contains a listing of the *basic data elements* identified as essential for inclusion in staff information systems. These data elements can provide information for determining staff assignments, monitoring issues related to staff quality, completing local, state and federal reports, and other activities related to staff development and evaluation. They also can help decision makers answer essential questions about the functioning of the school system.

The focus of these data elements is on teachers, teaching aides, principals, and other staff members with a direct instructional or service relationship with students. Much of the selection process for this group of *basic data elements* focused on the development of indicators related to the effective provision of classroom services to students.

Data about staff members are often maintained in different paper or computer files. The level of detail maintained depends on where the data are maintained and how they are used. Data may be kept in a licensure/certification file, a personnel assignment file, a payroll file, a retirement file, and perhaps others. As with student data, flexibility and usefulness depend on the extent to which data about a single staff member can be compiled from the various sources using a single identifier.

Similar to the *basic data elements* for student information systems, these data elements and their definitions and formats were taken from the *Staff Data Handbook for Elementary, Secondary, and Early Childhood Education*, developed by the National Center for Education Statistics. This information represents the consensus of many educators as to the most effective way to maintain desired types of information about all staff within education systems. As with the student data, not all data elements must be collected about every staff member, while in some cases to do so would be inappropriate.

Considerations When Selecting Data Elements

The set of *basic data elements* for staff information systems includes data elements about the staff member's characteristics, educational background, qualifications, current employment, assignments, evaluation and separation from employment. All of these are considered important for maintaining records on teachers and others responsible for providing instruction and services to students.

Some of the data elements reflect new ways to record data on professional training, experience, and evaluation. Similarly, the *Staff Data Handbook* is structured to promote maintenance of information about staff members over time, an approach that differs from the

common practice of letting new data replace old. Users of this report should consider these changes in what information on staff members may be needed, and how they can best record the information.

Staff Data Elements

Included in the following are lists of:

- Basic Data Elements for staff information systems; and
- definition of the Basic Data Elements for staff information systems.

Data element numbers and definitions used in the lists are taken from NCES' *Staff Data Handbook: Elementary, Secondary and Early Childhood Education*. Information on formatting of data elements for information systems can also be found in the *Staff Data Handbook*.

Basic Data Elements for Staff Information Systems

A. PERSONAL INFORMATION

Name

No.[1]	Data Element[2]	Entity Uses[3]
0010	First Name	Staff Member
0020	Middle Name	Staff Member
0030	Last/Surname	Staff Member
0040	Generation Code	Staff Member

Background Information

No.	Data Element	Entity Uses
0130	Identification Number	Staff Member
0140	Identification System	Staff Member
0150	Race/Ethnicity*	Staff Member
0170	Sex*	Staff Member
0180	Birthdate*	Staff Member
0310	Highest Level of Education Completed	Staff Member

Military Status

No.	Data Element	Entity Uses
0330	Military Duty Status	Staff Member

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[1] Data element numbers as they appeared in the *Staff Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, D.C., 1995.

[2] Definitions are listed in the next subsection titled "Definitions of Basic Data Elements for Staff Information Systems" in order of the identifying number shown in the far left column.

[3] Entities refer to persons, places, events, objects, or concepts about which data can be collected. Definitions for the listed entity uses are also included in the next subsection on page VI-9 titled "Definition of Basic Data Elements for Staff Information Systems."

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Address/Contact Information

No.	Data Element	Entity Uses
0380	Address Type	Staff Member
0390	Street Number/Name	Staff Member
0400	Apartment/Room/Suite Number	Staff Member
0410	City	Staff Member
0430	State	Staff Member
0440	Zip Code	Staff Member
0470	Telephone Status	Staff Member
0480	Telephone Number	Staff Member

B. EDUCATIONAL BACKGROUND

Education Institution Information

No.	Data Element	Entity Uses
0120	Name of Institution	Education Institution
0130	Identification Number	Education Institution
0140	Identification System	Education Institution

Subject Matter Area of Study

No.	Data Element	Entity Uses
0710	Level of Specialization	Staff Member
0720	Postsecondary Subject Matter Area	Staff Member

Other Training

No.	Data Element	Entity Uses
0780	Course/Training Program Title/Description	Staff Member
0790	Course/Training Program Completion Date	Staff Member

Recognition Earned

No.	Data Element	Entity Uses
0800	Degree/Certificate Title/Description	Staff Member
0820	Degree/Certificate Conferring Date	Staff Member

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

C. QUALIFICATION INFORMATION

Credential Information

No.	Data Element	Entity Uses
1050	Credential Type*	Staff Member
1060	Non-teaching Credential Field	Staff Member
1070	Teaching Credential Type*	Staff Member
1080	Teaching Credential Basis	Staff Member
1090	Credential Description	Staff Member
0130	Identification Number	Staff Member (Cert./License)
0140	Identification System	Staff Member (Cert./License)
1100	Credential Issuance Date	Staff Member
1110	Credential Expiration Date	Staff Member
1150	Credential Authorized Instructional Level*	Staff Member
1170	Teaching Field or Area Authorized*	Staff Member
1180	Course, Subject, or Activity Authorized	Staff Member

Years of Employment Experience

No.	Data Element	Entity Uses
1470	Years of Prior Teaching Experience*	Staff Member
1480	Years of Prior Education Experience	Staff Member
1490	Years of Prior Related Experience	Staff Member

D. CURRENT EMPLOYMENT

Entry into Employment

No.	Data Element	Entity Uses
1410	Employment Beginning Date*	Staff Member

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Employment Conditions

No.	Data Element	Entity Uses
1400	Employment Status	Staff Member
1660	Contractual Term	Staff Member
1670	Contract Beginning Date	Staff Member
1680	Contract Ending Date	Staff Member
1690	Employment Time Annually	Staff Member
1700	Full-time Equivalency (FTE)	Staff Member
1740	Hours of Service per Week	Staff Member
1780	Job Title	Staff Member
1790	Position Number	Staff Member

Compensation

No.	Data Element	Entity Uses
1840	Base Salary or Wage	Staff Member
1850	Pay Rate Basis	Staff Member
1860	Supplement for Cocurricular Activities	Staff Member
1870	Supplement for Extracurricular Activities	Staff Member
1880	Supplement for Other Activities	Staff Member
1930	Actual Total Salary Paid	Staff Member
1960	Additional Compensation	Staff Member
1970	In-kind Compensation Type	Staff Member
1980	In-kind Compensation Dollar Amount	Staff Member

Attendance Status

No.	Data Element	Entity Uses
2190	Leave Type	Staff Member
2220	Maximum Leave Allowed	Staff Member
2240	Hours of Leave Used	Staff Member

E. ASSIGNMENTS

Assignment Information

No.	Data Element	Entity Uses
2300	Job Classification*	Assignment
1450	Teaching Assignment*	Assignment
1460	Instructional Level*	Assignment

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Operational Unit to Which Assigned

No.	Data Element	Entity Uses
0120	Name of Institution	Assignment
0130	Identification Number	Assignment
0140	Identification System	Assignment

Schedule for Current Assignment

No.	Data Element	Entity Uses
1700	Full-time Equivalency (FTE)	Assignment

Staff Assignment Workload

No.	Data Element	Entity Uses
2410	Course Assigned	Assignment
0130	Identification Number	Assignment
0140	Identification System	Assignment
2440	Percent of Total Time	Assignment

Program Information

No.	Data Element	Entity Uses
2450	School Grade Level Classification	Assignment
2460	Program Type*	Assignment
0980	Program Support/Funding Source	Assignment
2470	Function Type	Assignment

F. EVALUATION AND CAREER DEVELOPMENT

Quality of Performance

No.	Data Element	Entity Uses
2480	Evaluation Purpose	Evaluation
2500	Evaluation Date	Evaluation
2510	Evaluation Outcome	Evaluation
2520	Evaluation System	Evaluation
2530	Evaluation Score/Rating	Evaluation
2540	Evaluation Scale	Evaluation

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

G. SEPARATION FROM EMPLOYMENT

No.	Data Element	Entity Uses
1420	Employment Separation Date*	Staff Member
2610	Employment Separation Type	Staff Member
1430	Employment Separation Reason	Staff Member

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see table A "List of key questions, indicators, and constituent student–staff data elements" in appendix A for detail.*

Definitions of Basic Data Elements for Staff Information Systems

Entity Uses[1]

Assignment—A specific group of activities for which a staff member has been given responsibility.

Education Institution—A public or private institution, organization, or agency that provides instructional or support services to students or staff at any level.

Employee Benefit—Any type of compensation: 1) provided in a form other than direct wages; and 2) established by or paid for in part, in kind, or completely by the employer or a third party (e.g., the government, a labor union, an insurance company, or a health maintenance organization). Benefits may or may not be required by law. These include employer contributions to Social Security, Medicare, unemployment insurance, worker's compensation insurance, and retirement funds.

Employee Benefit Contributor—An individual or organization that donates monetary, in-kind, or other types of contributions to an employee's benefit plan.

Evaluation—The process of ascertaining or judging the quality, value, or amount of an activity or an outcome by systematic appraisal of previously specified data in light of the particular circumstance and established goals and objectives.

Professional Development Activity—A planned, structured process through which an individual improves his or her job-related knowledge, skills, or attitudes. Such a process is designed to enable an employee to grow within a profession or organization or to attain an initial or additional credential.

Staff Member—An individual who performs specified activities for any public or private education institution or agency that provides instructional and/or support services to students or staff at the early childhood level through high school completion. For example, this includes: 1) an "employee" who performs services under the direction of the employing institution or agency, is compensated for such services by the employer, and is eligible for employee benefits and wage or salary tax withholdings; 2) a "contractor" or "consultant" who performs services for an agreed-upon fee, or an employee of a management service contracted to work on site; 3) a "volunteer" who performs services on a voluntary and uncompensated basis; 4) an in-kind service provider; or 5) an independent contractor or businessperson working at a school site.

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[1] These entities refer to persons, places, events, objects, or concepts about which data can be collected.

Staff Data Elements

A. PERSONAL INFORMATION

Name—A word or series of words by which a subject is known and distinguishable.

0010 **First Name**—A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Staff Member

0020 **Middle Name**—A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Staff Member

0030 **Last/Surname**—The name borne in common by members of a family.

Entity Uses: Staff Member

0040 **Generation Code**—An appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III).

Entity Uses: Staff Member

Background Information—Personal information about and particular to an individual, organization, or institution.

0130 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, a school system, a state, or other agency.

Entity Uses: Staff Member

0140 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, organization, or institution.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number (not generally used for staff)
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[2]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other agency (e.g., Roman Catholic diocese or association number)
14 Integrated Postsecondary Education Data System (IPEDS) number

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[2] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

15 College Board Admission Testing Program (ATP) number
16 American College Testing (ACT) Program number
99 Other

Entity Uses: Staff Member

0150 **Race/Ethnicity**—The general racial or ethnic heritage category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies.[3]

01 American Indian or Alaskan Native—A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

02 Asian or Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

03 Black (not Hispanic)—A person having origins in any of the black racial groups of Africa.

04 Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

05 White (not Hispanic)—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Entity Uses: Staff Member

0170 **Sex**—A person's gender.

01 Female—A woman or a girl.
02 Male—A man or a boy.

Entity Uses: Staff Member

0180 **Birthdate**—The month, day, and year on which an individual was born.

Entity Uses: Staff Member

0310 **Highest Level of Education Completed**—The extent of formal instruction an individual has received (i.e., the highest grade in school or its equivalent or the highest degree received).

01 No school completed
02 Nursery school
03 Kindergarten
04 1st, 2nd, 3rd, or 4th grade
05 5th, 6th, 7th, or 8th grade

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[3]These categories for federal reporting are identified in the Equal Employment Opportunity Commission School Reporting Form (EEO-5), which reflects the Office of Management and Budget (OMB) Statistical Policy Directive No. 15. Category designations do not denote scientific definitions of anthropological origins.

06 9th grade
07 10th grade
08 11th grade
09 12th grade, no diploma
10 High school graduate—high school diploma or the equivalent (e.g., GED or recognized homeschool)
11 Post graduate (Grade 13)
12 Formal award, certificate or diploma (less than one year)
13 Formal award, certificate or diploma (more than or equal to one year)
14 Some college but no degree
15 Associate's degree (two years or more)
16 Bachelor's (Baccalaureate) degree (e.g., B.A., A.B., B.S.)
17 First-professional degree (e.g., D.C. or D.C.M., D.D.S. or D.M.D., M.D., O.D., D.O., D.Phar., Pod.D. or D.P.M., D.V.M., L.L.B. or J.D., M.Div., M.H.L., B.D., or Ordination)
18 Master's degree (e.g., M.A., M.S., M.Eng, M.Ed, M.S.W., M.B.A., M.L.S.)
19 Specialist's degree (e.g., Ed.S)
20 Doctoral (Doctors) degree (e.g., Ph.D, Ed.D)
99 Other

Entity Uses: Staff Member

Military Status—Information about an individual's military service including dates of entry and discharge.

0330 **Military Duty Status**—The current military status of an individual.

01 Active duty—An individual who is currently engaged in full-time military service.

02 Ready reserve, selected reserve—An individual assigned to a unit designated by their Service and approved by the Chairman of the Joint Chiefs of Staff as essential to wartime missions. These units have priority for training, equipment, and personnel over other Reserve elements. Individual Mobilization Augmentees are members of the Selected Reserve not attached to an organized Reserve unit. They are assigned to an Active component organization, the Selective Service System, or the Federal Emergency Management Agency and fill individual billets required shortly after mobilization.

03 Ready reserve, individual ready reserve (IRR)—An individual assigned to a manpower pool of pre-trained members who have already served in Active component units or in the Selected Reserve. IRR members are liable for involuntary active duty and fulfillment of mobilization requirements.

04 Ready reserve, inactive national guard (ING)—An individual assigned to the Army National Guard who is on inactive status. (The Air National Guard does not maintain members in the ING.) Members of the ING are attached to National Guard units but do not participate in training activities. Upon mobilization under the required authority, they would report to their units. To remain members of the ING, individuals must report annually.

05 Standby reserve—An individual who has completed all obligated or required service or has been removed from the Ready Reserve due to circumstances of civilian employment, ineligibility for mobilization, temporary hardship, or disability. They maintain affiliation, but are not assigned to a unit and do not perform training. (Army National Guard and Air National Guard do not have a Standby Reserve.)

06 Retired reserve—An individual placed on retired status based upon the completion of 20 or more qualifying years of individual or combined Reserve and Active component service.

98 None

Entity Uses: Staff Member

Address/Contact Information—Information that can be used to direct communication to an individual, organization, or institution.

0380 **Address Type**—The designation of the type of address which identifies the location of an individual.

01 Mailing address—The address at which an individual prefers to receive mailed correspondence.

02 Permanent address—The address which an individual considers to be his or her permanent place of residence.

03 Campus address—The address on a school property at which an individual works or resides, if different from a permanent address.

04 Summer or off-season address—The address at which an individual may be reached during the summer or during a leave.

05 Business address—The address of any other place of business where an individual is employed.

Entity Uses: Staff Member

0390 **Street Number/Name**—The street number and street name or post office box number of an address.

Entity Uses: Staff Member

0400 **Apartment/Room/Suite Number**—The apartment, room, or suite number of an address.

Entity Uses: Staff Member

0410 **City**—The name of the city in which an address is located.

Entity Uses: Staff Member

0430 **State**—The name of the state (within the United States) or extra-state jurisdiction in which an address is located.

(Note: A list of states and extra-state jurisdictions within the United States and their codes can be found in attachment VI-(1).)

Entity Uses: Staff Member

0440 **Zip Code**—The five or nine digit zip code portion of an address.

Entity Uses: Staff Member

0470 **Telephone Status**—An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection or no one available to answer the telephone during certain hours).

Entity Uses: Staff Member
Emergency Contact

0480 **Telephone Number**—The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: Staff Member
Emergency Contact

B. EDUCATIONAL BACKGROUND

Education Institution Information—The identification of the school, education institution, or corresponding agency that an individual previously or currently attends.

0120 **Name of Institution**—The full, legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses: Education Institution

0130 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, a school system, a state, or other agency.

Entity Uses: Education Institution

0140 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, organization, or institution.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number (not generally used for staff)
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[4]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other agency (e.g., Roman Catholic diocese or association number)
14 Integrated Postsecondary Education Data System (IPEDS) number
15 College Board Admission Testing Program (ATP) number
16 American College Testing (ACT) Program number
99 Other

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[4] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

Entity Uses: Education Institution

Subject Matter Area of Study—Information concerning the emphasis and subject matter area of an individual's program of study at an education institution.

0710 **Level of Specialization**—The extent to which an individual concentrates upon a particular subject matter area during his or her period of study at an education institution.

01 Major—A principle area of academic specialization chosen by an individual.

02 Minor—A secondary area of academic specialization chosen by an individual.

03 Area of emphasis—An area of academic specialization chosen by an individual other than his or her major or minor.

04 Post-degree study—An additional area of study that an individual undertakes after having already received his or her last degree or certificate.

Entity Uses: Staff Member

0720 **Postsecondary Subject Matter Area**—The descriptive name of an academic or vocational discipline studied by an individual.[5]

01 Agricultural business and production
02 Agricultural sciences
03 Conservation and renewable natural resources
04 Architecture and related programs
05 Area, ethnic and cultural studies
08 Marketing operations/marketing and distribution
09 Communications
10 Communications technologies
11 Computer and information sciences
12 Personal and miscellaneous services
13 Education
14 Engineering
15 Engineering-related technologies
16 Foreign languages and literatures
19 Home economics
20 Vocational home economics
21 Technology education/industrial arts
22 Law and legal studies
23 English language and literature/letters
24 Liberal arts and sciences, general studies and humanities
25 Library science
26 Biological sciences/life sciences
27 Mathematics
28 Reserve Officers' Training Corp (ROTC)
29 Military technologies

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[5]This list of options has been extracted from the Classification of Instructional Programs, published in 1991 by the National Center for Education Statistics and available from the Government Printing Office.

30 Multi/interdisciplinary technologies
31 Parks, recreation, leisure and fitness studies
32 Basic skills
33 Citizenship activities
34 Health-related knowledge and skills
35 Interpersonal and social skills
36 Leisure and recreational activities
37 Personal awareness and self-improvement
38 Philosophy and religion
39 Theological studies and religious vocations
40 Physical sciences
41 Science technologies
42 Psychology
43 Protective services
44 Public administration and services
45 Social sciences and history
46 Construction trades
47 Mechanics and repairers
48 Precision production trades
49 Transportation and materials moving workers
50 Visual and performing arts
51 Health professions and related sciences
52 Business management and administrative services

Entity Uses: Staff Member

Other Training—Study or training program completed by an individual other than in a regular vocational, undergraduate or graduate course or program. Examples include computer programming and automobile repair courses given by private companies, management seminars given by professional organizations, adult education courses, and safety programs taught by civic groups (e.g., the Red Cross).

0780 **Course/Training Program Title/Description**—The name of the course or training program completed by an individual other than in a regular vocational, undergraduate or graduate course or program.

Entity Uses: Staff Member

0790 **Course/Training Program Completion Date**—The month, day, and year on which an individual completes a course or training program other than in a regular vocational, undergraduate or graduate course or program.

Entity Uses: Staff Member

Recognition Earned—Information concerning any educational degrees, certificates, honors, awards or distinctions earned by or conferred upon an individual.

0800 **Degree/Certificate Title/Description**—The type or name of degrees or certificates earned by an individual. This includes honorary degrees conferred upon an individual.

Entity Uses: Staff Member

0820 **Degree/Certificate Conferring Date**—The month, day, and year on which an individual received a degree or certificate.

Entity Uses: Staff Member

C. QUALIFICATION INFORMATION

Credential Information—Information on any active certificate, license, permit, or other credential held by an individual that authorizes the holder to perform certain functions or to make certain claims about his or her competencies in his or her employment or assignment. Credentials are issued by a state agency (or in some cases by other organizations), postsecondary institution, or professional association based on education and training completed, experience, assessment, background verification, and/or other requirements.

1050 **Credential Type**—An indication of the category of credential an individual holds.

01 Certification—A voluntary process of recognition in which a non-governmental agency or association recognizes individuals (e.g., by granting titles) who have met predetermined professional standards in their preparation and qualifications and/or in their practice.

02 Licensure—A mandatory process in which a state grants permission to practice an occupation to individuals who meet predetermined, state-imposed qualifications.

03 Registration—A process of requiring individuals to file their name, address, and qualifications with a government agency before practicing an occupation.

04 Endorsement—A process of accepting a licensee's qualifications where the requirements met initially in another jurisdiction were substantially equivalent to those required in the new jurisdiction.

99 Other

Entity Uses: Staff Member

1060 **Non-teaching Credential Field**—An occupation or profession for which an individual holds a certificate, license or permit from a government agency, professional association, or other organization to perform services other than teaching assignment services.

(Note: A list of regulated occupations and professions and their codes can be found in attachment VI-(2).)

Entity Uses: Staff Member

1070 **Teaching Credential Type**—An indication of the category of a legal document giving authorization to perform teaching assignment services.

01 Alternative
02 Temporary or provisional
03 Standard
04 Advanced/master's degree
05 Professional

06 National Board for Professional Teaching Standards (NBPTS)
07 State/local career ladder program
99 Other

Entity Uses: Staff Member

1080 **Teaching Credential Basis**—An indication of the pre-determined criteria for granting the teaching credential that an individual holds.

01 Regular—Teaching credential is granted upon the completion of a regular degree teacher training program at an institution of higher education.

02 Alternative—Teaching credential is granted upon an individual's fulfillment of predetermined criteria other than the completion of a degree teacher training program. This individual undertakes or undertook a process of seeking full credentials to teach through alternative routes (i.e., paths other than traditional teacher training program).

03 Experience—Teaching credential is granted upon an evaluation and recognition of an individual's technical skills and experience (e.g., a vocational education teacher who had extensive experience in woodworking).

99 Other

Entity Uses: Staff Member

1090 **Credential Description**—An indication of the title or description of a credential that an individual holds.

Entity Uses: Staff Member

0130 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, a school system, a state, or other agency.

Entity Uses: Staff Member (Certificate/License)

0140 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, organization, or institution.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number (not generally used for staff)
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[6]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number

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[6] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

13 Other agency (e.g., Roman Catholic diocese or association number)
14 Integrated Postsecondary Education Data System (IPEDS) number
15 College Board Admission Testing Program (ATP) number
16 American College Testing (ACT) Program number
99 Other

Entity Uses: Staff Member (Certificate/License)

1100 **Credential Issuance Date**—The month, day and year on which an active credential was issued to an individual.

Entity Uses: Staff Member

1110 **Credential Expiration Date**—The month, day and year on which an active credential held by an individual will expire.

Entity Uses: Staff Member

1150 **Credential Authorized Instructional Level**—The instructional level or levels (e.g., early childhood, elementary school, middle/junior high school, high school) within which an individual is authorized to serve by an active credential.

Entity Uses: Staff Member

1170 **Teaching Field or Area Authorized**—An indication of a teaching field within which an individual is authorized to teach by an active teaching credential. In a departmentalized organization, a teaching field is a major subdivision of the educational program such as language arts, mathematics, music, distributive education, or physical education. In a non-departmentalized situation or in a self-contained classroom, a general teaching level such as elementary or secondary may be the most accurate designation of a teaching field.

01 Prekindergarten
02 Kindergarten
03 General elementary
04 General secondary
05 American Indian/Native American Studies
06 Art
07 Basic skills and remedial education
08 Bilingual education
09 Computer science
10 English/language arts
11 English as a second language
12 Foreign language
13 Gifted (general)
14 Health, physical education
15 Home economics (nonvocational)
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science
21 Biology

22 Chemistry
23 Geology/earth science
24 Physics
25 General and all other science
26 Library/media specialist
27 Vocational education, agriculture
28 Vocational education, business
29 Vocational education, marketing
30 Vocational education, health occupations
31 Vocational home economics
32 Vocational education, trade and industry
33 Vocational education, technical
34 Other vocational education
35 Special education
99 Other

Entity Uses: Staff Member

1180 **Course, Subject, or Activity Authorized**—The descriptive name or title of a course, subject, or activity an individual is authorized to teach by an active teaching credential.

Entity Uses: Staff Member

Years of Employment Experience—Information about the total number of years an individual has been employed, including the number of years of education-related experience.

1470 **Years of Prior Teaching Experience**—The total number of years that an individual has previously held a teaching position in one or more education institutions.

Entity Uses: Staff Member

1480 **Years of Prior Education Experience**—The total number of years that an individual has previously held an educational position (including positions as a teacher and administrator).

Entity Uses: Staff Member

1490 **Years of Prior Related Experience**—The total number of years of employment in an area related to the field in which an individual is currently employed (e.g., ten years of employment as an automotive mechanic for an individual teaching automotive in a vocational education program).

Entity Uses: Staff Member

D. CURRENT EMPLOYMENT

Entry into Employment—Information about the circumstances, conditions, and agreements pertaining to an individual's entry into employment at an organization.

1410 **Employment Beginning Date**—The month, day, and year on which an individual began self-employment or employment with an organization or institution.

Entity Uses: Employer

Employment Conditions—Information concerning the employment contract between an individual and an organization.

1400 **Employment Status**—The conditions under which an individual agrees to serve an employer.

01 Probationary—An individual who does not meet all of the prerequisites for status as a permanent employee.

02 Contractual—An individual who has an employment agreement that specifies the length and type of service.

03 Substitute/temporary—An individual who is employed on a per diem basis (e.g. year-to-year, term-to-term, or day-to-day).

04 Tenured or permanent—An individual who is guaranteed employment and is not subject to discontinuance by the governing authority except by due process.

05 Volunteer/no contract—An individual who provides services but does not receive remuneration.

06 Employed or affiliated with outside organization—An individual who is employed by an outside organization that is providing a service under a contract to or in agreement with a school or agency.

99 Other employment status—An individual who is not on probationary, regular, substitute/temporary, tenured or permanent, or volunteer contract status. Examples of individuals having this status are individuals who have been suspended.

Entity Uses: Staff Member

1660 **Contractual Term**—The length of the contract under which an individual is employed by an employer.

01 Short-term—A contract covering a period of less than one school or calendar year.

02 Annual—A contract covering a period of one school or calendar year.

03 Continuing—A contract which continues automatically from year to year without action on the part of the governing authority, but which may be terminated through appropriate action by the parties involved.

04 Renewable—A contract which can continues into another contractual period through appropriate action with the parties involved.

05 Multiyear—A contract covering a period of more than one school or calendar year.

99 Other—A contract or agreement other than those described above such as a letter of intent or an unwritten agreement.

Entity Uses: Staff Member

1670 **Contract Beginning Date**—The month, day, and year on which a contract between an individual and a governing authority specifies that employment is to begin (or the date on which the agreement is made valid).

Entity Uses: Staff Member

1680 **Contract Ending Date**—The month, day, and year on which a contract between an individual and a governing authority specifies that employment is to end (or the date on which the agreement is no longer valid).

Entity Uses: Staff Member

1690 **Employment Time Annually**—The annual amount/unit of time an individual is employed to perform an assignment for an employer (e.g., nine month, ten month, full year).

Entity Uses: Staff Member

1700 **Full-time Equivalency** (FTE)—The ratio between the hours of work expected in a position and the hours of work normally expected in a full-time position in the same setting.

Entity Uses: Staff Member

1740 **Hours of Service per Week**—The average number of hours per week that an individual is expected to work as outlined specifically in his or her employment agreement.

Entity Uses: Staff Member

1780 **Job Title**—The descriptive name of an individual's position.

Entity Uses: Staff Member

1790 **Position Number**—An identification of the level or category of an individual's position as assigned by the employer.

Entity Uses: Staff Member

Compensation—Information about the annual agree-upon salary, wage, or wage rate agreed to be paid to an individual for employment.

1840 **Base Salary or Wage**—The salary or wage an individual is paid before deductions (excluding differentials) but including annuities.

Entity Uses: Staff Member

1850 **Pay Rate Basis**—An indication as to the base amount of time by which an individual's pay rate is calculated (e.g., hourly, daily, weekly, annually, per case or performance).

Entity Uses: Staff Member

1860 **Supplement for Cocurricular Activities**—The amount paid to an individual in either a temporary or permanent position for work-related to activities of a cocurricular nature.

Entity Uses: Staff Member

1870 **Supplement for Extracurricular Activities**—The amount paid to an individual in either a temporary or permanent position for work-related to activities of an extracurricular nature.

Entity Uses: Staff Member

1880 **Supplement for Other Activities**—The amount paid to an individual in either a temporary or permanent position for work-related to activities other than those of a cocurricular and extracurricular nature.

Entity Uses: Staff Member

1930 **Actual Total Salary Paid**—The total amount paid to an individual for services rendered (of any nature) during the reporting fiscal year.

Entity Uses: Staff Member

1960 **Additional Compensation**—The amount paid to an individual in the form of cash bonuses and/or pay incentives.

Entity Uses: Staff Member

1970 **In-Kind Compensation Type**—A description of non-monetary compensation (e.g., transportation provisions, use of rent-free housing, free meals while at work, free tuition for individual's child) that an individual receives as part of a total compensation package.

Entity Uses: Staff Member

1980 **In-Kind Compensation Dollar Amount**—An indication of the monetary value of any in-kind compensation.

Entity Uses: Staff Member

Attendance Status—Information about any legitimate absence from duty assignments by an individual.

2190 **Leave Type**—An indication of the class or kind of leave for which an employee is eligible to take with approval.

01 Administrative—Leave granted an individual for special situations necessitating leave not authorized elsewhere.

02 Annual—Leave granted an individual for use at his or her discretion (upon preapproval in many instances) to be taken during the work year. Some or all accumulated annual leave may be carried forward from one year to the next, depending upon the employer's regulations. Organizational policy designates whether annual leave is considered to be exclusive of sick leave.

03 Bereavement—Leave granted an individual to be taken upon the death of an immediate family member. With approval of an employer, bereavement period can last for an extended period of time.

04 Family—Leave granted an individual for the following reasons: 1) childbirth and care for the child; 2) adoption or placement of a foster child; 3) care for a seriously ill child, spouse or parent; and 4) a serious health condition making the employee unable to perform the duties of his or her job.

05 Government-requested—Leave granted an individual for government-requested reasons such as jury duty.

06 Maternity—Leave, in addition to any other leave, granted an individual before and after the birth or adoption of a child.

07 Military—Leave granted an individual because of requirements for service in the armed forces.

08 Personal—Leave granted an individual for personal reasons, including emergency circumstances.

09 Release time—Leave granted an individual for participating in professional development activities.

10 Sabbatical—Leave, sometimes referred to as leave of absence, granted an individual following a designated number of consecutive years of service, to provide members of the instructional staff with an opportunity for self-improvement through activities such as graduate study, occupational experience or training, travel, writing, or recuperation.

11 Sick/medical—Leave granted an individual who is ill and/or receiving medical treatment or examination.

12 Suspension—Leave mandated to an individual that prohibits him or her from attending work or carrying out assigned duties.

99 Other

Entity Uses: Staff Member

2220 **Maximum Leave Allowed**—The maximum number of hours of leave that an individual can accrue during a calendar or fiscal year.

Entity Uses: Staff Member

2240 **Hours of Leave Used**—The number of hours of leave an individual has taken.

Entity Uses: Staff Member

E. ASSIGNMENTS

Assignment Information—Information relating each job classification with other organizational elements including the scope and timing of the assignment as well as its location, schedule, and workload.

2300 **Job Classification**—A description of the specific group of duties and responsibilities of a position.

(Note: This data element has two or more levels of options that are coded with four-digit numbers in order to better clarify the logical hierarchy of the option list.)

0100 Official-administrative—Performs management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This includes high-level administrative activities performed directly for policy makers.

0101 Administrative/supervisory/ancillary services officer—Performs professional management, administrative, research, analytical, supervisory, and/or ancillary services for

a senior executive. This includes personnel responsible for services such as evaluation, teacher development, dissemination, curriculum development, admissions and recruitment, marketing and development.

0102 Board of education/school board/board of trustees member—Performs activities as a member of a legally constituted body which has been created and vested with responsibilities for educational policy- and decision-making as specified in education codes and regulations in a given geographical area.

0103 Commandant of cadets—Performs executive management functions of the cadet corps, and is responsible for cadet promotions, leadership training, and the system utilized by the institution to maintain and administer disciplinary measures to promote order and decorum.

0104 Dean/dean of instructions/dean of students/dean of boys/dean of girls/dean of student activities—Oversees either academic/curriculum activities, or, student body activities and behaviors such as student government, school club, rally and assembly.

0105 Deputy/associate/vice-/assistant principal—Performs high-level executive management functions in an individual school, group of schools, or units of a school system. Primary duties include but are not limited to: 1) supervising student behavior; 2) handling specific assigned duties related to school management; 3) continuing curriculum and staff development; 4) working cooperatively with professional staff; 5) providing leadership in the instructional program; and 6) coordinating and/or arranging class schedule.

0106 Deputy/associate/assistant superintendent/ commissioner—Performs high-level executive management functions for a superintendent in the areas of personnel, instruction, and/or administration such as business, transportation, food services, maintenance, operation, facility management/planning, and others. Such an assignment also includes performing the duties of the superintendent in his or her absence as assigned or designated.

0107 Executive assistant—Performs professional activities assisting an executive officer in directing and managing the functions of a school or system.

0108 Instructional program director/coordinator/consultant—Coordinates, manages (including supervising other certified individuals), or directs activities and/or services (e.g., vocational education and special education) within an instructional program or area of instruction.

0109 Manager—Directs individuals and manages functional supporting services (e.g., financial aid) under the direction of a senior staff member. This includes directors/managers of purchasing agents, physical plant maintenance, management information and technology services, business managers, budget managers, and psychological services.

0110 Non-instructional program director/coordinator/consultant—Coordinates, manages (including supervising other certified individuals), or directs activities and/or services within a non-instructional program.

0111 Ombudsperson—Receives and investigates complaints made by individuals against alleged abuses resulting from capricious acts by administrative officials. The ombudsman usually works for the board of education in a quasi-official status.

0112 Principal/headmaster/headmistress/head of school—Performs the highest level of executive management functions in an individual school, a group of schools, or units of a school system. Responsibilities include the administration of instructional programs, extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities.

0113 School president—Implements short and long-range plans; performs recruitment, community relations, fund-raising, and other external functions; in some cases, supervises principal and establishes institutional operation philosophy to follow Board policy.

0114 School site council member—Performs activities as a member of an advisory body which has been created by state legislation to provide for an individual school advice/support on various school activities such as fund spending on a particular program.

0115 Superintendent/commissioner—Serves as the chief executive officer and primary advisor to the board of education. Responsibilities include overseeing the development of educational programs and all other activities which impact on those programs.

0200 Professional-educational—Performs duties requiring a high degree of knowledge and skills generally acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) including skills in the field of education, educational psychology, educational social work, or an education therapy field.

0201 Athletic coach—Instructs individuals in the fundamentals of a competitive sport and direct team or individual strategy.

0202 Behavioral management specialist—Performs analysis of students' inappropriate behaviors, devises interventions to change such behaviors, and monitors behavior improvement progress overtime.

0203 Counselor—Guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

0204 Curriculum specialist—Develops or supervises curriculum and instructional development activities. This assignment requires expertise in a specialized field and includes the curriculum consultant and curriculum supervisor.

0205 Education diagnostician—Diagnoses students who might need special education services and/or other educational interventions.

0206 Librarian/media consultant—Develops plans for and manage the use of teaching and learning resources, including the maintenance of equipment, content material, services, multi-media, and information sources.

0207 Remedial specialist—Performs activities concerned with developing specific cognitive skills, usually in language arts or mathematics, from a deficient level to one that is appropriate to the educational abilities and aspirations of the student.

0208 Student activity advisor/non-athletic coach—Instructs individuals in the fundamentals of a non-athletic activity and develops training and competition schedules.

0209 Student teacher—Provides learning experiences and care to students under the supervision of a certified teacher as part of a formalized higher education program of teacher preparation.

0210 Teacher—Provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.

0211 Teacher trainer—Provides instruction, learning experiences, and/or professional development activities to teachers during a particular time period or in a given discipline.

0212 Teaching intern—Provides instruction, learning experiences, and care to students while obtaining the necessary knowledge and skills in education and/or educational psychology.

0300 Professional-other—Performs assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not necessarily requiring skills in the field of education.

0301 Accountant—Designs and maintains financial, staff, student, program, or property records; summarizes, analyzes, audits, or verifies such records; and/or controls and certifies expenditures and receipts.

0302 Accreditation officer—Reviews and evaluates an organizational unit to certify the observation of legal requirements or prescribed standards for the operation of such units.

0303 Administrative intern—Performs administrative activities as part of a formal training program requiring supervision and periodic evaluation.

0304 Admissions officer—Examines academic records of students to determine eligibility for graduation or for entrance to school.

0305 Analyst—Examines, evaluates, and makes recommendations in such areas as cost, systems, curriculum, educational sectors, or other areas including management, research and assessment, policy, budget, and personnel.

0306 Architect—Performs activities such as designing and preparing plans and specifications for the construction, remodeling, or repair of buildings and facilities, modification of site, and overseeing the construction to ensure compliance with plans and specifications.

0307 Athletic trainer—Coordinates and implements training activities for athletes to improve their athletic performance.

0308 Attendance officer—Monitors compulsory attendance laws.

0309 Audiologist—Provides services including: 1) identification of individuals with hearing loss; 2) determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention; 3) provision of habilitating activities such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation; 4) creation and administration of programs for prevention of hearing loss; 5) counseling and guidance of students, parent/guardians, and teachers regarding hearing loss; and 6) determination of an individual's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

0310 Auditor—Performs activities concerned with examining, verifying, and reporting on accounting records.

0311 Benefits specialist—Organizes and provides information to employees about organizational fringe benefits.

0312 Campus minister/chaplain (clergy or layperson)—Performs religious functions in a school.

0313 Caseworker—Counsels and aids individuals and families requiring assistance of social service agencies and secures information on factors contributing to a clients situation. Counsels clients regarding plans for meeting needs and aids clients in mobilizing capacities and environmental resources to improve social functioning.

0314 Computer programmer—Prepares sets of instructions for a computer, based on project specifications, in order to solve problems.

0315 Computer systems analyst—Analyzes user requirements, procedures, and problems in processing or to improve and/or modify an existing computer system.

0316 Curator and archivist—Collects, classifies, preserves, and exhibits objects of interest in such fields as science, literature, history and art.

0317 Dental hygienist—Performs dental prophylactic treatments and instructs patients in the care of the teeth and mouth.

0318 Dentist—Diagnoses and treats diseases, injuries, and malformations of the teeth and gums.

0319 Dietitian/nutritionist—Plans and directs food service menu preparation including determining the nutritional value of food for meals.

0320 Engineer—Applies scientific and mathematical principles to practical ends such as the design, construction, and operation of efficient and economical structures, equipment, and systems.

0321 Evaluator—Determines the value or effect of plans, programs, and activities by appraisal of data and activities in light of specified goals and objectives (e.g. personnel evaluator).

0322 Family/community support coordinator—Fosters ties between the school, the family, and/or community by conducting services such as family education, the integration of community services, and/or direct intervention as needed.

0323 Financial aid officer—Reviews and assesses student applications for financial aid programs such as loans, grants-in-aid, or scholarships, in order to make determinations concerning assistance.

0324 Functional application support specialist—Assists individual computer users in a mini- or micro-computer [e.g., personal computer (PC)] environment to resolve hardware and software issues.

0325 Grant developer—Expands opportunities to obtain funds from outside parties in exchange for completion of a task.

0326 Historian—Prepares a chronological account or record of past or current events dealing with some phase of human activity, either in terms of individuals, social, ethnic, political, or geographic groupings.

0327 Internal auditor—Verifies account records, including evaluating the adequacy of the internal control system, verifying and safeguarding assets, reviewing the reliability of the accounting and reporting systems, and ascertaining compliance with established policies and procedures.

0328 Interpreter—Translates consecutively or instantaneously from one language into another language using spoken and/or manual words (e.g., sign language interpreter).

0329 Lawyer—Practices law and performs such activities as conducting lawsuits, drawing up legal documents, and advising on legal rights.

0330 Legislative liaison—Coordinates with the legislature in the preparation of legislation, provides information to legislative committees and members, and testifies before such bodies.

0331 Negotiator—Performs such activities as resolving labor/management problems and helping to settle disputes and effect compromises. This includes representatives of either management or labor (e.g., shop stewards).

0332 Network administrator—Coordinates the inputs, outputs, and use of computer networks (e.g., local area networks (LAN) and wide area networks (WAN)).

0333 Nurse Practitioner—Performs the functions of a registered nurse either independently, or dependently with a written agreement of a medical doctor.

0334 Occupational therapist—Provides services that address the functional needs of an individual relating to self-help skills, adaptive behavior and play, and sensory, motor, and postural development. These services are designed to improve the individual's functional ability to perform tasks in the home, school, and community settings and include: 1) identification assessment and intervention; 2) adaptation of the environment, and selection, design, and fabrication of assistive and orthodontic devices to facilitate the development of functional skills; and 3) prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.

0335 Ophthalmologist—Provides specialized services in the care of the eye and its related structures.

0336 Optometrist—Treats optical and muscle defects of the eye without the use of drugs or surgery.

0337 Personnel officer/specialist—Performs activities concerned with staff recruitment, selection, training, and assignment. This includes maintaining staff records, working with administrators in developing pension and insurance plans, and maintaining employer-employee harmony and efficiency through negotiations and internal public relations efforts.

0338 Physical therapist—Facilitates remediation and compensation for deficits in foundation skills necessary for classroom and/or basic job performance, particular areas of emphasis include gross motor skills, functional mobility and gait, musculoskeletal alignment, strength, endurance, and positioning. Typical responsibilities include screening, assessment, planning, goal development, and appropriate intervention services.

0339 Physician—Diagnoses and treats diseases and disorders of the human body.

0340 Physician assistant—Provides health care services to patients under the direction and responsibility of a physician.

0341 Planning specialist—Performs activities concerned with selecting or identifying the goals, priorities, objectives, and projected trends of an organization and formulating the courses of action necessary to fulfill these objectives.

0342 Psychiatrist—Diagnoses and treats diseases and disorders of the mind.

0343 Psychologist—Evaluates and analyzes students' behavior by measuring and interpreting their intellectual, emotional, and social development, and diagnosing their educational and personal problems.

0344 Public relations/informational services officer—Attempts to foster good relations between an organization and the public as a whole, by planning and conducting programs to disseminate accurate information through such media as newspapers, radio and television, public forums, and civic activities, and by reviewing material for and directing preparation of publications.

0345 Recreational therapist—Plans, organizes, and directs medically-approved recreation programs for patients. Activities include sports, trips, dramatics, social activities, and arts and crafts.

0346 Recreation worker—Conducts group recreation activities; organizes and promotes activities such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies, taking into account the needs and interests of individual members.

0347 Registered nurse—Conducts a health service program at a school or system for the evaluation, improvement and protection of the health of students and school personnel in accordance with state law and local policies and procedures.

0348 Registrar—Coordinates and directs registration activities, including the compilation and analysis of registration data for administrative use.

0349 Rehabilitation counselor—Provides a combination of treatment and education services designed to restore maximum functionality, a sense of well-being, and a personally satisfying level of independence in individuals who have temporary or permanent disabilities.

0350 Research and development specialist—Performs activities concerned with systematic study and investigation using the products of research and judgement to improve programs.

0351 Respiratory therapist—Administers respiratory therapy care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system, under the direction and responsibility of a physician.

0352 Social worker—Provides social services for clients who may be individuals, families, groups, communities, organizations, or society in general. Social workers help individuals increase their capacities for problem solving and coping, and help obtain needed resources, facilitate interactions between individuals and their environments, make organizations responsible to individuals, and influence social polities.

0353 Speech pathologist/therapist—Diagnoses communicative disorders; to plan, direct and participate in individual or group therapy sessions which focus on the remediation of specific articulation problems including: 1) speech sounds that are omitted, replaced by substitute sounds, or distorted; 2) voice problems in which pitch, loudness, or quality of voice are affected; or 3) stuttering.

0354 Staff developer/teacher trainer—Plans, coordinates, and implements inservice training activities that help individuals to identify future career options and improve skills necessary to achieve them.

0355 Statistician—Plans surveys and collects, summarizes, and interprets numerical data, applying statistical theory and methods to provide usable information.

0356 Student personnel officer—Works with the family, school, and community to determine the cause of and provide solutions for students who are experiencing serious attendance, academic and/or discipline problems in order to promote positive educational development.

0357 Tax assessor/collector—Provides services in the assessment of real and personal property for tax computation purposes and in the collection of taxes for the school or system.

0358 Transition coordinator—Provides services that: 1) strengthen and coordinate special programs and related services for individuals with special needs, including students with disabilities, who are currently in school or have recently left school and may benefit from assistance during the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education or adult services; 2) stimulate the improvement and development of programs for secondary special education; and/or 3) stimulate the improvement of vocational and life skills to

enable students with special needs to be better prepared for transition to adult life and services.

0359 Translator—Expresses in another language systematically to retain the original sense, primarily of written works.

0360 Volunteer coordinator—Oversees and coordinates the activity of individuals who enter into positions without the promise of compensation.

0361 Work study coordinator—Plans and conducts a work study program for students through establishing contacts with employers and employment agencies.

0362 Writer/editor—Writes original prose materials and reviews manuscripts for distribution and/or publication.

0400 Paraprofessionals—Works alongside and assists professional individuals.

0401 Assistant counselor—Assists students, parents, teachers, or other staff, under the supervision or direction of a counselor, by helping individuals make plans and decisions in relation to education, career, or personal development.

0402 Bilingual aide—Assists in the instruction of students using more than one language for teaching content.

0403 Bilingual special education aide—Assists in the instruction of students in a special education program using more than one language for teaching content.

0404 Career aide—Assists students in the process of choosing a profession or occupation.

0405 Child care giver—Assists in organizing and leading prekindergarten children in activities such as reading, drawing, and games.

0406 Computer aide—Assists and provides direction to computer users.

0407 Extra-curricular activity aide—Supervises school-sponsored activities that are not related to curriculum (e.g., sports), including all direct and personal services that are planned for student enjoyment.

0408 Financial aid specialist—Interviews students applying for financial aid, including loans, grants-in-aid, or scholarships, to determine eligibility for assistance.

0409 Monitor/prefect—Monitors the conduct of students in classrooms, detention halls, lunch rooms, playground, hallways, and places where alternatives to classroom instruction are provided (e.g., test sites).

0410 Library aide—Assists in the maintenance and operation of a library by aiding in the selection, ordering, cataloging, processing, and circulation of all media.

0411 Media center aide—Assists in the maintenance and operation of a media center by serving as a specialist in the organization and use of all teaching and learning resources, including hardware, content material and services.

0412 Psychologist assistant—Assists a psychologist with routine activities associated with providing psychological services.

0413 Teaching/classroom aide—Assists a teacher with routine activities associated with teaching (i.e., those activities requiring minor decisions regarding students, such as conducting rote exercises, operating equipment, and clerking).

0414 Teaching assistant—Performs the day-to-day activities of teaching students while under the supervision of a teacher. The teaching assistant does not make diagnostic or long-range evaluative decisions regarding students. This includes individuals who may or may not be certified but must have completed at least two years of formal education preparation for teaching or the equivalent in experience or training.

0415 Tutor—Provides academic instruction (e.g., in English, mathematics, and foreign language) to students requiring additional assistance outside of the classroom.

0500 Technical--Performs tasks requiring a combination of basic scientific knowledge and manual skills which can be obtained through approximately two years of postsecondary education such as that which is offered in community/junior colleges and technical institutes, or through equivalent special study and/or on-the-job training.

0501 Audiometrist—Administers audiometric (hearing acuity) screening tests while under the direction and responsibility of an audiologist or physician.

0502 Computer technician—Installs and maintains computer hard- and software equipment.

0503 Drafter—Drafts detailed drawings, such as writing diagrams, layout drawings, mechanical detail drawings, and drawings of intermediate and final assemblies, used to manufacture, assemble, install, and repair electronic components, printed circuit boards, and other equipment.

0504 Engineering aide—Assists in planning and directing operations in a technical field.

0505 Graphic artist--Plans and arranges art layouts which illustrate programs or processes for publication, demonstration, and more effective communication.

0506 Inspector—Examines the condition of equipment and buildings as they relate to safety and health the condition of new construction as it relates to specifications and codes.

0507 Licensed practical nurse—Performs auxiliary medical services, such as taking and recording temperature, pulse, and respiration rate, and giving medication under the direction and responsibility of a physician or a registered nurse.

0508 Media technologist—Maintains and programs audio, video, and other media equipment.

0509 Photographer—Uses cameras and flashbulb equipment to photograph individuals and may take exposed film to a darkroom for processing and developing.

0510 Psychometrist—Measures the intellectual, social, and emotional development of individuals through the administration and interpretation of psychological tests. These

activities are usually carried out under the direction or supervision of a psychologist or a related professional.

0511 Purchasing agent—Buys supplies, equipment, and materials used in the operation of an organization.

0512 Speech language technician—Assists with the provision of speech and language services in collaboration with a speech pathologist.

0513 Supervisor—Supervises the day-to-day operations of a group of skilled, semiskilled, or unskilled workers (e.g., warehouse or garage workers). Frequently called a foreman or crew leader.

0600 Office/clerical/administrative support—Performs the activities of preparing, transferring, transcribing, systematizing, or preserving communications, records, and transactions.

0601 Bookkeeping/accounting/auditing clerk—Keeps a systematic record of accounts or transactions and prepares statements reflecting those activities.

0602 Cashier—Collects and records payments received for items purchased.

0603 Computer operator—Operates computer and peripheral equipment to process data by entering commands using a keyboard or computer terminal.

0604 Data entry clerk—Enters information into a data processing format using data processing equipment.

0605 Dispatcher—Assigns vehicles and drivers to perform specific services and to record such information concerning vehicle movement as a school or system may require.

0606 Duplicating/photocopying assistant—Operates duplicating machines to print typewritten or handwritten documents directly from a master copy.

0607 Electrical and electronic repairers—Installs and repairs electric and electronics equipment.

0608 File clerk—Classifies records in alphabetical or numerical order or according to subject matter or other system.

0609 General office clerk—Performs such activities as preparing, transcribing, systematizing or preserving written communication and reports or operating mechanical equipment (e.g., computers, fax machines, typewriters, calculators, and wordprocessing equipment).

0610 Mail clerk—Routes mail, prepares outgoing materials for mailing, and maintains internal written communication systems.

0611 Messenger—Delivers messages, documents, packages, and other items to offices or departments within or outside of an organization.

0612 Office manager—Coordinates office services such as personnel, budget preparation and control, housekeeping, records control, and special management activities.

0613 Receptionist—Receives callers or visitors at the establishment, determine the nature of business, and directs callers or visitors to destinations.

0614 Records clerk—Establishes and maintains an adequate and efficient system for controlling records (e.g., registration, admission, attendance) of an organization.

0615 Secretary—Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail.

0616 Stenographer—Takes dictation of correspondence, reports, and other materials in shorthand and operates a typewriter, wordprocessor, or computer to transcribe the dictated material.

0617 Stores/supplies handler—Receives, stores, and dispenses supplies, materials, and equipment.

0618 Switchboard/PBX operator—Operates a telephone switchboard and relays incoming, outgoing, and interoffice calls.

0619 Typist and wordprocessor—Operates a typewriter, computer or a wordprocessor to compile, type, revise, combine, edit, print, and/or store documents.

0700 Crafts and trades—Performs tasks requiring high manual skill level which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs. This assignment requires considerable judgement and a thorough and comprehensive knowledge of the processes involved in the work.

0701 Brick mason—Works with brick and similar materials in the construction, erection, and reparation of structures and fixtures.

0702 Carpenter—Constructs, erects, installs, and repairs wooden structures and fixtures.

0703 Cement mason—Works with cement and similar materials in the construction, erection, and reparation of structures and fixtures.

0704 Electrician—Plans, layouts, installs, and repairs wiring, electrical fixtures, apparatus, and control equipment.

0705 HVAC mechanic—Services heating units, ventilation systems and air conditioners in buildings.

0706 Locksmith—Installs, repairs, rebuilds, and services mechanical or electrical locking devices using hand tools and specialized equipment.

0707 Maintenance repairers/general utility—Repairs and maintains buildings, machinery, electrical and mechanical equipment.

0708 Painter and paperhanger—Paints, varnishes, and stains or wallpaper the interior and/or exterior of buildings and fixtures.

0709 Plasterer—Applies and repairs plaster in the interior and/or exterior of buildings.

0710 Plumber—Assembles, installs, and repairs pipes, fittings, and fixtures of heating, water, and drainage systems.

0711 Printer—Makes copies by chemical or photographic means.

0712 Vehicle mechanic—Inspects, repairs, and maintains functional parts of mechanical equipment and machinery.

0800 Operative—Performs tasks requiring an intermediate level manual skills which can be mastered in a few weeks through limited training to operate machines. This includes bus drivers and vehicle operators.

0801 Bus driver—Drives a bus used in the service of a school or system.

0802 Other vehicle operator—Drives a vehicle such as a truck or automobile used in the service of a school or system.

0900 Laborer—Performs tasks requiring some manual skills which can be conducted with no special training. This includes individuals performing lifting, digging, mixing, loading, and pulling operations.

0901 Construction laborer—Performs any combination of duties on construction projects, usually working in utility capacity, by transferring from one task to another. Duties include measuring distances from grade stakes, signaling operators of construction equipment, and mixing concrete.

0902 Freight, stock, and materials handlers—Loads, unloads, and moves freight, stock, and other materials manually or with equipment that does not require technical skill to operate (e.g., wheel barrows, conveyor belts, etc).

0903 Garbage collector—Collects refuse in designated areas. May drive a truck and operate hoisting device that raises refuse bin into the opening of the truck body.

0904 Gardener—Works a plot of ground where herbs, fruits, flowers, or vegetables are cultivated.

0905 Groundskeeper—Maintains grounds that are owned, rented, or leased and used by a school or system. This does not include the operation of machinery requiring semi-skilled training or experience.

0906 Garage/parking-lot attendant—Patrols and monitors parking areas to prevent thefts of and from parked automobiles and collects parking fees from drivers.

0907 Vehicle washer/equipment cleaner—Washes vehicles and equipment with washing and rinsing solutions to remove debris. May manually dislodge debris from objects being washed and dry objects using a cloth or airhose.

1000 Service work—Performs tasks regardless of level of difficulty which relates to both protective and nonprotective supportive services.

1001 Bus monitor/crossing guard—Helps keep order on buses or other school or system modes of transportation. This includes traffic guards for loading buses, crossing guards for monitoring pedestrian traffic.

1002 Child care worker—Assists in implementing child care activities, including custodial functions.

1003 Cook/food preparer—Prepares and cooks foodstuffs in quantities according to menu and number of persons to be served.

1004 Custodian—Performs plant housekeeping and servicing activities consisting of the cleaning; operation of the heating, ventilating, and air-conditioning systems; and the servicing of building equipment.

1005 Dietary technician—Advises and assists personnel in public and private establishments in food services systems by making recommendations for foods that will constitute nutritionally adequate meals.

1006 Elevator operator—Transports passengers and freight between floors of a building via an elevator.

1007 Facilities maintenance worker—Inspects buildings and office areas to evaluate suitability for occupancy considering such factors as air circulation, lighting, location, and size.

1008 Food server—Serves sandwiches, salads, beverages, desserts and other kinds of food. May order items to replace stocks and collect money for purchases.

1009 Police officer—Maintains order, enforces the law, prevents and investigates crime in a school building and its surrounding areas.

1010 Resident/dormitory supervisor—Supervises a dormitory or building in which students reside.

1011 Security guard—Maintains safety and security of property, facilities, and personnel.

9900 Other

Entity Uses: Assignment

1450 **Teaching Assignment**—The teaching field taught by an individual.

01 Prekindergarten
02 Kindergarten
03 General elementary
04 General secondary
05 American Indian/Native American Studies
06 Art
07 Basic skills and remedial education
08 Bilingual education
09 Computer science
10 English/language arts

11 English as a second language
12 Foreign language
13 Gifted
14 Health, physical education
15 Home economics (nonvocational)
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science
21 Biology
22 Chemistry
23 Geology/earth science
24 Physics
25 General and all other science
26 Library/media specialist
27 Vocational education, agriculture
28 Vocational education, business
29 Vocational education, marketing
30 Vocational education, health occupations
31 Vocational home economics
32 Vocational education, trade and industry
33 Vocational education, technical
34 Other vocational education
35 Special education
99 Other

Entity Uses: Assignment

1460 **Instructional Level**—The grade or range of grade levels to which an individual is assigned (e.g., a "teacher" is assigned to a class of first-graders or a "counselor" assigned to school counseling for students at the high-school level.)

Entity Uses: Assignment

Operational Unit to Which Assigned—The specific unit to which an individual is assigned and for which funds are allocated. Examples include a specific school (e.g., Elm Tree High School), general administration (e.g., the central administrative office), transportation (e.g., the main bus garage), or warehousing (e.g., the main warehouse).

0120 **Name of Institution**—The full, legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses: Assignment
Immediate Supervisor

0130 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, a school system, a state, or other agency.

Entity Uses: Assignment

0140 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, organization, or institution.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number (not generally used for staff)
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[7]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other agency (e.g., Roman Catholic diocese or association number)
14 Integrated Postsecondary Education Data System (IPEDS) number
15 College Board Admission Testing Program (ATP) number
16 American College Testing (ACT) Program number
99 Other

Entity Uses: Assignment

Schedule for Current Assignment—Information about the specific time schedule for a current assignment of an individual.

1700 **Full-time Equivalency (FTE)**—The ratio between the hours of work expected in a position and the hours of work normally expected in a full-time position in the same setting.

Entity Uses: Assignment

Staff Assignment Workload—Information about factors used to measure an individual's efforts in fulfilling an assignment, including the type of activity, the unit of work, and time involved in the task.

2410 **Course Assigned**—A description of a course for which an individual has the responsibility to teach or to assist a teacher.

(Note: Refer to A Pilot Standard National Course Classification System for Secondary Education[8] *to develop secondary education course codes.)*

01 Agriculture and renewable resources
02 Business
03 Computer and information sciences
04 Construction trades
05 Consumer and homemaker education
06 Cosmetology
07 Drafting
08 Elective activities
09 Energy, power, and transportation technologies

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[7] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

[8] *A Pilot Standard National Course Classification System for Secondary Education*, National Center for Education Statistics, Washington, DC, 1995.

10 English language and literature
11 Fine and performing arts
12 Foreign language and literature
13 Graphic and printing communication
14 Health care sciences
15 Industrial/technology education
16 Life and physical sciences
17 Marketing
18 Mass communication
19 Mathematics
20 Military science
21 Multi/interdisciplinary studies
22 Physical education
23 Precision metalwork
24 Public administration and social services
25 Religious education and theology
26 Social sciences and history
27 Special/exceptional education
28 Vocational home economics
98 Non-departmentalized course
99 Other

Entity Uses: Assignment

0130 **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, a school system, a state, or other agency.

Entity Uses: Assignment

0140 **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, organization, or institution.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant student records transfer system (MSRTS) number (not generally used for staff)
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social Security Administration number[9]
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other agency (e.g., Roman Catholic diocese or association number)
14 Integrated Postsecondary Education Data System (IPEDS) number
15 College Board Admission Testing Program (ATP) number
16 American College Testing (ACT) Program number
99 Other

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[9] Because of its sensitive nature, use of the social security number is often regulated by state or federal law.

Entity Uses: Assignment

2440 **Percent of Total Time**—A derived number expressing the time spent fulfilling an assignment as a percentage of the total work time possible for an individual.

Entity Uses: Assignment

Program Information—Information about the nature of the program to which an individual is assigned.

2450 **School Grade Level Classification**—An indication of the school level in which an individual serves his or her assignment.

01 Early childhood/prekindergarten—A schooling level that provides care and education for children from birth to kindergarten (usually age five) which is intended to foster social, emotional, and intellectual growth and prepare them for further formal learning.

02 Kindergarten—A schooling level that provides educational experiences for children in the year immediately preceding the first grade. A kindergarten class may be organized as a grade of an elementary school or as part of a separate kindergarten school.

03 Elementary school—A schooling level that provides learning experiences that focus primarily on knowledge and skills for the appropriate age or grade level from after kindergarten to the eighth grade, as defined by applicable state laws and regulations.

04 Middle/Intermediate/Junior high school—A schooling level that provides learning experiences that focus primarily on knowledge and skills for the appropriate age or grade level between the elementary and senior high school, as defined by applicable state laws and regulations.

05 High school—A schooling level that provides learning experiences that focus primarily on knowledge and skills for the appropriate age or grade level between the middle/intermediate/junior high school and grade 12, as defined by applicable state laws and regulations.

06 Community/junior college—A schooling level that is separately organized to provide up to two years of postsecondary instruction for academically qualified high school students and/or graduates.

07 Adult school—A schooling level that is separately organized to provide instruction for adults and youths beyond the age of compulsory school attendance.

08 Systemwide/agencywide school—A school that is not organized according to typical schooling level but is organized according to individual system/agency (e.g., K-12 school, district level school).

99 Other

Entity Uses: Assignment

2460 **Program Type**—The system outlining instructional or non-instructional activities and procedures designed to accomplish a predetermined educational objective or set of objectives or to provide support services to individuals and/or the community.

(Note: This data element has two or more levels of options that are coded with four-digit numbers in order to better clarify the logical hierarchy of the option list.)

0100 Regular education—A program that provides students from the prekindergarten level to grade 12 with learning experiences that focus primarily on knowledge and skills for the appropriate age or grade level of students. This contrasts with that designed to improve or overcome physical, mental, social, and/or emotional disabilities.

0200 Special education services—A service, specially designed and at no cost to the parent/guardian, that adapts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments.

0201 Early identification—A service that develops and implements organized plans for locating and identifying children who have targeted disabling conditions and who qualify for various types of assistance under specific legislation.

0202 Early intervention—A service which provides services that: 1) are designed to meet the developmental needs of each child and family eligible, and are focused on enhancing the child's development; 2) are selected in collaboration with the parent/guardian; 3) are provided under public supervision by qualified personnel, in conformity with an individualized family service plan; 4) are offered at no cost unless subject to federal or state law mandating a system of payments (based on a schedule of sliding fees); and 5) meet the standards of the state. Early intervention services must be provided by qualified personnel.

0203 Service for individuals with autism—A service of instruction or services for students with a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Characteristics of autism include irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. This does not include services for children with characteristics of the disability "serious emotional disturbance."

0204 Service for individuals with deaf-blindness—A service of instruction or services for students with concomitant hearing and visual impairments which cause such severe communication and other developmental and educational problems that an individual with deaf-blindness cannot be accommodated in special education services solely for deaf or blind individuals.

0205 Service for individuals with mental retardation—A service of instruction or services for students with significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior that is manifested during the developmental period, which adversely affects an individual's educational performance.

0206 Service for individuals with hearing impairment—A service of instruction or services for students with either: 1) a hearing impairment which is so severe that an individual is impaired in processing linguistic information through hearing with or without amplification (which would be considered to be a state of deafness), and which adversely affects his or her educational performance; or 2) a hearing impairment whether permanent or fluctuating (which would not be considered to be a state of deafness) that adversely affects an individual's educational performance.

0207 Service for individuals with visual impairment—A service of instruction or services for students with a visual impairment which, even with correction, adversely affects an individual's educational performance. This includes service for both partially seeing and blind individuals.

0208 Service for individuals with orthopedic impairment—A service of instruction or services for students who have a severe orthopedic impairment which adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by some disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

0209 Service for individuals with speech or language impairment—A service of instruction or services for those students who have a communication disorder such as stuttering, impaired articulation, and language or voice impairments which adversely affect an individual's educational performance.

0210 Service for individuals with serious emotional disturbance—A service of instruction or services for: 1) those individuals exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects an individual's performance:

a. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
c. Inappropriate types of behavior or feelings under normal circumstances;
d. A general pervasive mood of unhappiness or depression; or
e. A tendency to develop physical symptoms or fears associated with personal or work problems.

or 2) schizophrenic individuals. This does not include services for those individuals who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.

0211 Service for individuals with specific learning disabilities—A service of instruction or services for those students who have a disorder in one or more of the basic psychological processes involved in understanding or in using language whether spoken or written, which may manifest itself as an imperfect ability to listen, think, read, write, spell, or perform mathematical calculations. This includes services for individuals with such conditions as perceptual impairments, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia; but does not include individuals who have learning problems which are primarily the result of visual, hearing, or motor impairments, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage.

0212 Service for individuals with multiple disabilities—A service of instruction or services for those students who have concomitant impairments (e.g., mental retardation-blind or mental retardation-orthopedic impairments) which cause such severe educational problems that an individual with multiple disabilities cannot be accommodated in special education services solely for one of the impairments. This does not include deaf-blindness.

0213 Service for individuals with traumatic brain injury—A service of instruction or services for those individuals with an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm that results in total or partial functional disability or psychosocial maladjustment which adversely affects an individual's educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

0214 Service for individuals with other health impairment—A service of instruction or services for those students who have a condition that causes limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, and which adversely affects an individual's educational performance.

0215 Cross categorical—A service of instruction or services that focuses on more than one specific type of disability and in which individuals with different types of disabilities are served.

0299 Other—Other special education service which cannot be classified above.

0300 Vocational education—Organized educational programs offering a sequence of courses that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

0301 Agriculture—A vocational program that prepares students with the knowledge, skills, and understanding necessary to enter a wide range of agriculturally related occupations.

0302 Consumer and home-making—A vocational program that prepares students with the knowledge, skills, and understanding relevant to personal, home and family life.

0303 Marketing—A vocational program that teaches about the promotion and distribution of goods and services from the producer to the consumer including appropriate utilization.

0304 Health—A vocational program that prepares students with the knowledge, skills, and understanding necessary to enter a wide range of occupations that support health professionals.

0305 Technology/industrial arts—A vocational program that prepares students with the understanding about all aspects of industry and technology. These activities include experimenting, designing, constructing, and evaluating; using tools, machines, materials; and using processes which may help individuals make informed and meaningful occupational choices, or may prepare them to enter advanced trade, industrial or technical education programs.

0306 Occupational home economics—A vocational program that prepares students with the knowledge, skills, and understanding relevant to occupational home economics.

0307 Business—A vocational program that prepares, upgrades, or retrains students for selected business occupations.

0308 Technical—A vocational program that prepares students for job opportunities in a specialized field of technology.

0309 Trade and industrial—A vocational program that prepares students for initial employment in a wide range of trade and industrial occupations.

0399 Other vocational education—Other vocational education activities that cannot be classified by the categories above.

0400 Technical preparatory—A program that offers four-year planned sequence of vocational-technical instruction beginning in the eleventh year of high school. The sequence extends through two years of postsecondary occupational education or an apprenticeship program of at least two years following secondary instruction, and culminates in a certificate or associate degree.

0500 Head Start—A federally funded child development program that provides health, educational, nutritional, social, and other services primarily to economically disadvantaged preschool children, including Indian children on federally recognized reservations, and children of migratory workers and their families; and involves parents in activities with their children so that the children will attain overall social competence. Examples of Head Start demonstration projects include Comprehensive Child Development Program, Family Service Centers, and Head Start/Public School Early Childhood Transition Projects.

0600 Even Start—A program that provides family-centered education projects which help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and provides literacy training for their parents. The purpose of this program is to integrate early childhood education and adult education for parents into a program that builds on existing community resources.

0700 Migrant education—A program of instruction and services for those children who move periodically with their families from one school to another in a different geographical area in order that a parent or other member of the immediate family may secure seasonal employment.

0800 Indian education—A program of instruction and services for those children who are American Indian or Alaskan natives.

0900 Compensatory services for disadvantaged students—A program of instruction and/or services which is designed for economically disadvantaged and/or academically challenged children. Services primarily consist of educational support services, counseling, and other supplemental non-instructional support.

1000 Bilingual education program—A program of instruction and services that uses more than one language to teach a content area. Students served by this program may or may not be proficient in English.

1001 Curriculum content in native language—A program in which instruction and academic content are taught in a student's native, non-English language.

1002 Developmental bilingual education—A program in which students with the same non-English language background receive language arts and content area instruction in both the student's native language and English.

1003 Native language support—A program in which reading is initially taught in both the students' non-English home language and their second language (English) until their English is proficient enough for them to participate successfully in a regular classroom. Use of the non-English home language is phased out as regular English instruction is gradually phased in. This is also known as transitional bilingual education.

1004 Two-way bilingual education—A program in which native English-speaking and non-native-English speaking students are placed together to receive language arts and content area instruction in English and another non-English language.

1100 English as a second language (ESL) program—A program of instruction and services in which students identified as limited English proficient are placed in regular immersion instruction for most of the school day but receive extra instruction in English for part of the day. This extra help is based on a special curriculum designed to teach English as a second language and to develop the student's ability to use the English language in an academic setting. The non-English home language may or may not be used in conjunction with ESL instruction.

1101 Content ESL—A program of language development that goes beyond the teaching of basic vocabulary and grammar skills, and is designed to parallel English language instruction for native speakers in content and approach; English vocabulary and mechanics are often embedded in engaging content and/or literature.

1200 Gifted and talented—Programs that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent (often in the visual or performing arts).

1300 Cocurricular programs—A program of activities that are related to the current curriculum in which a student is enrolled. This may be any type of school-sponsored activity designed to provide opportunities to participate in experiences on an individual or group basis (at school or public events) for the improvement of skills. The following characteristics apply to cocurricular activities: 1) participation is necessary for meeting class requirements, for credit, or for graduation; 2) sessions are conducted at regular and uniform times during school hours, or may be conducted during authorized non-school hours; 3) programs are directed or supervised by instructional staff in a learning environment similar to that found in classes offered for credit; and 4) services are primarily or totally funded by school-operating funds for general instructional purposes under the direction and control of local education authorities.

1400 Athletics—School-sponsored activities, under the guidance and supervision of school staff, that provide opportunities for students to pursue various aspects of physical education.

1500 Adult/continuing education—A program of instruction provided by an adult/continuing education instructional organization for adults and youth beyond the age of compulsory school attendance.

1501 Adult basic education—A program which provides learning experiences concerned with providing the fundamentals to adults who have never attended school or who have not completed formal schooling. These individuals need knowledge and skills to raise

their level of education to increase self confidence and/or self determination, to prepare for an occupation, and to function more responsibly as citizens in a democracy.

1502 Adult English as a second language—A program which provides learning experiences for adults with a non-English background to develop the English language skills necessary to successfully participate in an English-speaking environment.

1503 Advanced adult basic education—A program which provides learning experiences designed to develop the knowledge, skills, understanding, attitudes, and behavioral characteristics considered to be needed by adults who may or may not have completed formal schooling. These individuals have accepted adult roles and responsibilities and are preparing for postsecondary careers and/or postsecondary education programs.

1504 Life enrichment—A program which provides learning experiences offering skills, knowledge, and understanding designed primarily for enjoyment without regard to a vocation.

1505 Occupational—A program which provides learning experiences offering the knowledge, skills, and understanding required to prepare learners for immediate employment in an occupation or cluster of occupations.

1506 Retraining for new occupation—A program which provides learning experiences offering skills, knowledge, and understanding required for preparation for employment in a new and different occupation.

1507 Special interest—A program which provides learning experiences offering the skills, knowledge, and understanding required to prepare adults for a subordinate occupation in addition to their vocation. Such programs also are referred to as avocational programs.

1508 Upgrading in current occupation—A program which provides learning experiences offering the skills, knowledge, and understanding designed primarily to extend or update workers' competencies for occupations in which they are employed.

1509 General Educational Development (GED) preparation—A program which provides learning experiences designed to develop the knowledge, skills, and understanding required for the successful completion of the Test of General Educational Development (GED).

1599 Other adult/continuing education—Other adult/continuing education program which cannot be classified in any of the categories above.

1600 Community/junior college education program—Postsecondary education institutions, commonly organized into two-year programs, which offer instruction that has usually been adapted in content, level and schedule to meet the needs of the community in which they are located. Community or junior colleges generally offer a comprehensive curriculum which includes basic liberal arts, science, occupational, general education and adult education components. The program awards an Associate of Arts (A.A.) certificate to those who successfully complete the requirements.

1700 Community services program—A program of activities which are not directly related to the provision of educational services in a school system. These include services provided to the community as a whole or some segment of the community.

1701 Civic services—A program of activities concerned with providing services to civic affairs or organizations. This includes services to parent-teacher association meetings, public forums, lectures, and civil defense planning.

1702 Community recreation—A program of activities concerned with providing recreation for the community as a whole, or for some segment of the community. This includes such staff activities as organizing and supervising playgrounds, swimming pools, and similar programs.

1703 Coordination of casework—A program of activities designed to manage the counsel and aid given to individuals and families requiring assistance of social service agencies.

1704 Custody and child care services—A program of activities pertaining to the provision of programs for the custodial care of children in residential day schools, or child care centers which are not part of, or directly related to, the instructional program, and where the attendance of the children is not included in the attendance figures for the school or school system.

1705 Public library services—A program of activities pertaining to the operation of public libraries by a school or school system, or the provision of library services to the general public through the school library. This includes such activities as budgeting, planning and augmenting the library's collection in relation to the community, and informing the community of public library resources and services.

1706 Welfare activities—A program of activities pertaining to the provision of personal needs of individuals who have been designated as needy by an appropriate governmental entity. These needs include stipends for school attendance, salaries paid to students for work performed (whether for the school, school system, or for an outside source), and for clothing, food, or other personal needs.

1799 Other community services—Other community services program provided to the community which cannot be classified above.

1800 Substance abuse education/prevention—A program that provides a variety of services including: 1) individual, group, and/or family counseling; 2) knowledge and skill-enhancing activities; and 3) structured groups that focus on family dynamics, problem solving, self-esteem, and/or similar issues. These programs care for students who are at risk of drug abuse, for example, those who are currently in an experimental stage (light use), who have family members or peer groups who use alcohol or drugs, or who have behavioral, emotional, or other problems at home, in school, in the community, or with the criminal justice system. Substance abuse education programs also offer presentations about the risks of substance use to students at their schools as well as in various other community settings.

1900 Student retention—A program that develops and implements educational strategies and practices including special instructional methods and materials to encourage students to remain in school and complete their elementary and secondary education.

2000 Extended day/child care services—A program that provides custodial care of students enrolled in a school or system before school day starts and/or after a school day ends.

2100 Counseling services—A program that helps a student to better identify his or her perceived educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to

educational and career opportunities; use his or her abilities in formulating realistic plans; and achieve satisfying personal and social development.

2200 Immigrant education—A program of instruction and services designed and implemented especially for those children who have immigrated to the United States.

2300 College preparatory—A program that provides learning experiences that focus primarily on knowledge and skills considered to be needed by students desiring further education in postsecondary education. These experiences are usually achieved in secondary education.

2400 International Baccalaureate—A program established to provides an internationally recognized, interdisciplinary, pre-collegiate course of study. Its curriculum is designed to qualify students, especially those who are internationally mobile, for college admission. Upon completion of this program, a student may receive an International Baccalaureate diploma.

2500 Magnet/Special Program Emphasis—A school within the public education system that has been designed: 1)to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation; and /or 2)to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

2600 Alternative education—An instructional program that: 1) addresses needs of students which cannot typically be met in a regular school/program; 2) provides nontraditional education; 3) serves as an adjunct to a regular school; and 4) falls outside of the categories of regular, magnet/special program emphasis, special, or vocational/technical education.

2700 Library/media services—A program that provides library and media services to students and school staffs. Services include selecting, acquiring, cataloging, classifying, circulating, and maintaining library materials; furnishing reference and bibliographical services; selecting music, films, or other audio-visual materials for programs.

2800 Health services—A program that provides physical and mental health services which are not direct instruction, including medical, dental, and nursing services provided for students.

2900 Remedial education—A program that is designed to develop specific cognitive skills, usually in language arts or mathematics, from a deficient level to one that is appropriate to the educational abilities and aspirations of the student.

3000 School-To-Work Opportunities—A program that meets the system components which: 1) integrates work-based and school-based learning; 2) integrates occupational and academic learning; 3) provides linkages between secondary education and postsecondary education/job opportunity; and 4) is a partnership involving participation of educators, employers, governments, local communities, and other public or private organizations. The purpose of this program is to assist youths in making effective transitions from school to career-oriented work. Program examples include tech-prep education, career academies, youth apprenticeships, cooperative education, school-to-apprenticeship, business-education compacts, and school-sponsored enterprises.

3100 Service learning—A program that is designed to help students develop a deeper understanding of academic subjects through participation in meaningful service to their school or community.

9900 Other—Other programs which cannot be classified above.

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Entity Uses: Assignment

0980 **Program Support/Funding Source**—Ultimate and intermediate providers of funds for a particular program or service.

01 Federal government
02 State government
03 Local government
04 Intermediate agency or government
05 Local administrative unit (LAU/LEA)
06 Institution of Higher Education (IHE)
07 Joint IHE/LEA
08 School
09 Business
10 Community
11 Self (tuition/fees)
12 Parent/teacher organizations
13 Individuals (endowments)
14 Foundations and other charitable organizations
15 Religious organizations
16 Unions
17 Fraternal organizations
18 Insurance
19 Military
99 Other

Entity Uses: Assignment

2470 **Function Type**—The purpose of the program activities to which an individual is assigned as related to students.[10]

(Note: This data element has two or more levels of options that are coded with four-digit numbers in order to better clarify the logical hierarchy of the option list.)

(Note: Code numbers for this option list correspond to those used in Financial Accounting for Local and State School Systems (1990) (often referred to as Handbook 2R², July 1990, available from the National Center for Education Statistics), except where designated by an "‡" which denotes that the option is not included in 2R² and has been added to this volume.)

1000 Instruction—Activities which involve direct interaction between teachers and students. Instruction may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving cocurricular activities. It may also be provided through some other approved medium such as television, radio, telephone, computer and correspondence. This includes aides and classroom assistants of any type (e.g., clerks or graders) who assist in the instructional process.

2000 Support services—Services to provide administrative, technical, personal (e.g., guidance and health), and logistical support to facilitate and enhance instruction. These services exist as adjuncts

[10] For a further description of functions, refer to *Financial Accounting for Local and State School Systems 1990* (often referred to as Handbook 2R²), July 1990, available from the National Center for Education Statistics.

for fulfilling the objectives of instruction, community services and enterprise programs, rather than as entities within themselves.

2100 Student support services—Activities to assess and improve the well-being of students and to supplement the instructional process.

2110 Attendance and social work services—Activities to improve student attendance at school and which attempt to prevent or solve student problems involving the home, school, and community. They also include registration activities for adult education programs.

2111 Supervision of attendance and social work services—Activities to direct, manage, and supervise attendance and social work services.

2112 Attendance services—Activities to promptly identify non-attendance patterns, promote improved attitudes toward attendance, analyze causes of non-attendance, act on non-attendance problems, and enforce compulsory attendance laws.

2113 Social work services—Activities to investigate and diagnose student problems arising out of the home, school, or community; provide casework and group work services for the child, parent, or both; interpret the problems of students for other staff members; and promote modification of the circumstances surrounding the individual student which are related to his or her problem.

2114 Student accounting services—Activities to acquire and maintain records of school attendance, location of home, family characteristics, and other census data. Portions of these records become a part of the cumulative record which is sorted and stored for teacher and guidance information. These include the preparation of pertinent statistical reports.

2119 Other attendance and social work services—Other attendance and social work services which cannot be classified above.

2120 Guidance services—Activities to counsel with students and parents; consult with other staff members on learning problems; evaluate the abilities of students; assist students as they make their own educational and career plans and choices; assist students in personal and social development; provide referral assistance; and work with other staff members in planning and conducting guidance programs for students.

2121 Supervision of guidance services—Activities to direct, manage, and supervise guidance services.

2122 Counseling services—Activities to help a student to better identify his or her perceived educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more

students as counselees, between students and students, and between counselors and other staff members.

2123 Appraisal services—Activities to assess student characteristics which are used in administration, instruction, and guidance; and assist the student in assessing his or her purposes and progress in personality and career development.

2124 Information services—Activities to disseminate educational, occupational, and personal/social information to help acquaint students with the curriculum and also with educational and vocational opportunities and requirements. Such information might be provided directly to students through group activities or it might be provided indirectly to students through other staff members or parents.

2125 Record maintenance services—Activities to compile, maintain, and interpret cumulative records for individual students, including systematic consideration of such factors as home and family background, physical and medical status, standardized test results, personal and social development and school performance.

2126 Placement services—Activities to help place students in appropriate situations. These could be educational situations, part-time employment while in school, and appropriate educational and occupational situations after they leave school. These activities also help ease the students' transition from one educational experience to another. The transition may include, for example, admissions counseling, referral services, assistance with records, and follow-up communications with employers.

2129 Other guidance services—Other guidance services which cannot be classified above.

2130 Health services—Activities to provide physical and mental health services which are not direct instruction. They include activities that provide students with appropriate medical, dental, and nursing services.

2131 Supervision of health services—Activities to direct, manage, and supervise health services.

2132 Medical services—Activities to improve the physical and mental health of students such as health appraisal, including screening for vision, hearing deficiencies and communicable diseases; screening for psychiatric services; periodic health examinations; emergency injury and illness care; and communications with parents and medical officials.

2133 Dental services—Activities to perform dental screening, dental care, and orthodontic activities.

2134 Nursing services—Activities to perform nursing such as health inspection, treatment of minor injuries, and referrals for other health services.

2139 Other health services—Other health services which cannot be classified above.

2140 Psychological services—Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; and working with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests and behavioral evaluation. They also include planning and managing a program of psychological services encompassing psychological counseling for students, staff, and parents.

2141 Supervision of psychological services—Activities to direct, manage, and supervise psychological services.

2142 Psychological testing services—Activities to administer psychological tests, standardized tests, and inventory assessments. These tests measure ability, aptitude, achievement, interests, and personality. These activities also include interpretation of these measurements for students, other staff members, and parents.

2143 Psychological counseling services—Activities to help students perceive, clarify, and solve problems of adjustment and interpersonal relationships. These activities take place between a school psychologist or other qualified individual as counselor, and one or more students as counselees.

2144 Psychotherapy services—Activities to help students to perceive, clarify, and work through emotional problems or disorders. These activities involve a therapeutic relationship between a qualified mental health professional and one or more students.

2149 Other psychological services—Other psychological services which cannot be classified above.

2150 Speech pathology and audiology services—Activities to identify, assess, and treat students with speech, hearing, and language impairments.

2151 Supervision of speech pathology and audiology services—Activities to direct, manage, and supervise speech pathology and audiology services.

2152 Speech pathology services—Activities to identify students with speech and language disorders; diagnose and appraise specific speech and language disorders; refer problems for medical or other professional attention necessary to treat speech and language disorders; provide required speech treatment services; and counsel and guide students, parents, and teachers.

2153 Audiological services—Activities to: 1) identify individuals with hearing loss; 2) determine the range, nature, and degree of hearing loss, including referral for medical or other professional attention; 3) provide habilitating activities such as language habilitation, auditory training,

speech reading (lipreading), hearing evaluation, and speech conservation; 4) create and administer programs for prevention of hearing loss; 5) counsel and guide students, parent/guardians, and teachers regarding hearing loss; and 6) determine an individual's need for group and individual amplification, select and fit an appropriate aid, and evaluate the effectiveness of amplification.

2159 Other speech pathology and audiology services—Other speech pathology and audiology services which cannot be classified above.

2190 Other student support services—Other student support services which cannot be classified above.

2200 Instructional staff support services—Activities to assist the instructional staff with content and process of providing learning experiences for students.

2210 Improvement of instructional services—Activities to primarily assist the instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. These include curriculum development, techniques of instruction, child development, and staff training.

2211 Supervision of improvement of instruction services—Activities to direct, manage, and supervise the improvement of instructional services.

2212 Instruction and curriculum development services—Activities to assist teachers in developing the curriculum, preparing and utilizing special curriculum materials, and becoming acquainted with the various techniques which stimulate and motivate students.

2213 Instructional staff training services—Activities to promote the professional or occupational growth and competence of members of the instructional staff during the time of their service to the school or school system. These include workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves.

2219 Other improvement of instruction services—Other improvement of instruction services which cannot be classified above.

2220 Educational media services—Activities to coordinate the use of hardware, devices, content materials (including printed and non-printed sensory materials), methods, or experiences for teaching and learning purposes.

2221 Supervision of educational media services—Activities to direct, manage, and supervise educational media services.

2222 School library services—Activities to select, acquire, prepare, catalog, and circulate books and other printed materials; plan the use of the library by students, teachers and other members of the instructional staff; and guide individuals in their use of library books and materials whether maintained separately or as a part of an instructional materials center and/or related work study area.

2223 Audiovisual services—Activities to select, prepare, care for, and make available to the instructional staff: equipment, films, filmstrips, transparencies, tapes, television programs, and other similar materials, whether maintained separately or as a part of an instructional materials center. These activities include an audiovisual center, television studio, related work-study areas, and the services provided by audiovisual personnel.

2224 Educational television services—Activities to plan, program, write, and present educational programs or segments of programs by closed circuit or broadcast television.

2225 Computer-assisted instruction services—Activities to plan, program, write, and present educational lessons which have been especially programmed for a computer to be used as the principal medium of instruction.

2229 Other educational media services—Other educational media services which cannot be classified above.

2290 Other instructional staff support services—Other instructional staff support services which cannot be classified above.

2300 General administration support services—Activities to establish and administer policy for operating a school system.

2310 Board of education services—Activities to perform the duties of an elected body which has been created according to state law and vested with responsibilities for educational activities in a given administrative unit.

2311 Supervision of board of education services—Activities to direct, manage, and supervise the general operation of the board of education. These include the activities of the members of the board of education, but do not include any special activities defined in other areas of responsibility described below. They also include any activities of the district performed in support of the school district meeting. These may include legal activities such as interpreting the laws and statutes and general liability situations, and the activities of external auditors.

2312 Board secretary/clerk services—Activities to perform the duties of the secretary or clerk of the board of education.

2313 Board treasurer services—Activities to perform the duties of the treasurer of the board of education.

2314 Election services—Activities to perform duties involved with any school system election, including the election of officers and bond elections.

2315 Tax assessment and collection services—-Activities to perform duties involved with tax assessment and collection.

2316 Staff relations and negotiations services—Activities to perform duties involved with staff relations systemwide and contractual negotiations with both instructional and non-instructional personnel.

2319 Other board of education services—Other board of education services which cannot be classified above.

2320 Executive administration services—Activities to perform the overall general administration or executive duties of the entire school system.

2321 Office of the superintendent services—Activities to direct and manage all affairs of the school system. These are performed by the superintendent and such assistants as deputy, associate, and assistant superintendents. These include activities of all personnel and materials in the office of the chief executive officer.

2322 Community relations services—Activities to develop and operate systemwide programs for the bettering of school/community relations.

2323 State and federal relations services—Activities to develop and maintain good relations with state and federal officials. These include grant procurement activities.

2329 Other executive administration services—Other executive administration services which cannot be classified above.

2400 School administration support services—Activities to perform the overall administrative duties for a school.

2410 Office of the principal services—Activities to direct and manage the operation of a particular school. These include activities performed by the principal, assistant principals, and other assistants when they supervise all operations of the school, evaluate individuals of the school, assign duties to individuals, supervise and maintain the school records, and coordinate school instructional activities with those of the school or school system. These activities also include the work of clerical staff in support of teaching and administrative duties.

2419 Other school administration support services--Other school administration services which cannot be classified above.

2500 Business support services—Activities to pay, transport, exchange, and maintain goods and services for a school or school system. They include fiscal and internal services necessary for operating the school or school system. These include the activity of the chief business official.

2510 Fiscal services—Activities to perform the fiscal operations of a school or school system. These include budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, internal auditing and managing funds.

2511 Supervision of fiscal services—Activities to direct, manage, and supervise the fiscal service area. These include the activities of the assistant superintendent, director, or school business official who directs and manages fiscal activities.

2512 Budgeting services—Activities to supervise budget planning, formulation, control, and analysis of finances.

2513 Receiving and disbursing funds services—Activities to take in and pay out money. These include the current audit of receipts; the pre-audit of requisitions and purchase orders to determine whether the amounts are within the budgetary allowances, and determining that disbursements are lawful expenditures of a school or school system; and the management of school funds.

2514 Payroll services—Activities to periodically pay individuals entitled to remuneration for services rendered. Payments are also made for such payroll associated costs as federal income tax withholding, retirement, and social security.

2515 Financial accounting services—Activities to maintain the financial records and transactions of a school or school system. These include accounting and interpreting financial transactions and account records.

2516 Internal auditing services—Activities to verify account records including evaluating the adequacy of the internal control system, verifying and safeguarding assets, reviewing the reliability of the accounting and reporting systems, and ascertaining compliance with established policies and procedures.

2517 Property accounting services—Activities to prepare and maintain current inventory records of land, buildings, and equipment. These records are to be used in equipment control and facilities planning.

2519 Other fiscal services—Other fiscal services which cannot be classified above.

2520 Purchasing services—Activities to purchase supplies, furniture, equipment, and materials used in a school or school system.

2530 Warehousing and distributing services—Activities to receive, store, and distribute supplies, furniture, equipment, materials, and mail. These include cash collection and transportation from school facilities to the central administration office or bank for control and/or deposit.

2540 Printing, publishing, and duplicating services—Activities to print and publish administrative publications such as annual reports, school directories, and manuals. These include centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.

2590 Other business support services—Other business support services which cannot be classified above.

2600 Operation and maintenance of plant services—Activities to keep the physical plant open, comfortable, and safe for use, and keep the grounds, buildings, and equipment in effective working condition and state of repair. These include maintaining safety in school buildings, grounds, and in the vicinity of schools.

2610 Supervision of operation and maintenance of plant services—Activities to direct, manage, and supervise the operation and maintenance of the school plant facilities.

2620 Operating buildings services—Activities to keep the physical plant clean and ready for daily use. These include operating the heat, light, and ventilation systems and repairing and replacing facilities and equipment.

2630 Care and upkeep of grounds services—Activities to maintain and improve the land. These include snow removal, landscaping, ground maintenance, and similar activities.

2640 Care and upkeep of equipment services—Activities to maintain equipment owned or used by the school or school system. These include servicing and repairing furniture, machines, and movable equipment.

2650 Vehicle servicing and maintenance services—Activities to maintain general purpose vehicles other than student transportation vehicles such as trucks, tractors, graders, and staff vehicles. These include repairing vehicles, replacing vehicle parts, preventative maintenance servicing, cleaning, painting, greasing, fueling, and inspecting vehicles for safety.

2660 Security services—Activities to maintain order and safety in school buildings, grounds, and in the vicinity at all times. These include police activities for school functions, traffic control on the grounds and in the vicinity, building alarm systems, and hall monitoring services.

2690 Other operation and maintenance of plant services—Other operation and maintenance of plant services which cannot be classified above.

2700 Student transportation services—Activities to convey students to and from school, as provided by state and federal law. These include trips between home and school, and trips to school activities.

2710 Supervision of student transportation—Activities to direct, manage, and supervise student transportation services.

2720 Vehicle operation services—Activities to operate vehicles for student transportation from the time the vehicles leave the point of storage until they return to storage. These include driving buses or other student transportation vehicles.

2730 Monitoring services—Activities to supervise students in the process of being transported between home and school or between school and school activities. Such supervision can occur while students are in transit, while they are being loaded and unloaded, and in directing traffic at the loading and unloading stations.

2740 Vehicle servicing and maintenance services—Activities to maintain student transportation vehicles. These include repairing vehicles, replacing vehicle parts, cleaning, painting, fueling, and inspecting vehicles for safety.

2750 *Driver training services*—Activities to ensure and maintain safety standards of driver's skills to operate student transportation vehicles. These include training and testing of school bus drivers.

2790 Other student transportation services—Other student transportation services which cannot be classified above.

2800 Central support services—Activities, other than general administration, to support each of the other instructional and support services programs. These include planning, research and development, evaluation, information, staff, statistical, and data processing services.

2810 Planning, research, development, and evaluation services—Activities to conduct and manage programs of planning, research, development, and evaluation for a school system on a systemwide basis.

2811 ‡Supervision of managing, planning, research, development, and evaluation services—Activities associated with the direction, management, and supervision of planning, research, development, and evaluation services.

2812 ‡Planning services—Activities to select or identify overall, long-range goals, priorities and objectives of an organization or program; and formulate various courses of action needed to achieve those goals. This is done by identifying needs and relative costs and benefits of each course of action.

2813 ‡Research services—Activities to perform systematic study and investigation of various aspects of education undertaken to establish facts and principles.

2814 ‡Development services—Activities to deliberate evolving process of improving educational programs.

2815 ‡Evaluation services—Activities to ascertain or judge the value or amount of an action or an outcome. This is done through careful appraisal of previously specified data in light of a particular situation and the goals and objectives previously established.

2819 ‡Other planning, research, development, and evaluation services—Other planning, research, development, and evaluation services which can not be classified above.

2820 Information services—Activities to write, edit, and prepare materials for disseminating educational and administrative information to students, staff members, managers, or the general public through direct mailing, the various news media, or personal contact.

2821 Supervision of information services—Activities to direct, manage, and supervise information services.

2822 Internal information services—Activities to write, edit, and provide administrative information to students and staff members.

2823 Public information services—Activities to write, edit, and prepare materials for disseminating educational and administrative information to the public through various news media or personal contact.

2824 Management information services—Activities to write, edit, and prepare materials for disseminating to management the needed information about the operation of the school or school system, and the community, state, and nation, in order to make logical decisions.

2829 Other information services—Other information services which cannot be classified above.

2830 Staff services—Activities to maintain an efficient staff for a school or school system. These include recruiting and placement, staff transfers, inservice training, health services, and staff accounting.

2831 Supervision of staff services—Activities to direct, manage, and supervise staff services.

2832 Recruitment and placement services—Activities to employ and assign personnel for a school or school system.

2833 Staff accounting services—Activities to maintain the systematic recording and summarization of information relating to individuals employed by a school or school system.

2834 Inservice training services (for non-instructional staff)—Activities to train non-instructional personnel in all classifications. These activities are developed by the school or school system.

2835 Health services—Activities to provide medical, dental, and nurse services for the school or school system employees. These include physical examinations, referrals, and emergency care.

2839 Other staff services—Other staff services which cannot be classified above.

2840 Data processing services—Activities to prepare data for storage, storage of data, and retrieval of them for reproduction as information for management and reporting.

2841 Supervision of data processing services—Activities to direct, manage, and supervise data processing services.

2842 Systems analysis services—Activities to identify and evaluate alternatives for achieving defined objectives, based on judgment and,

wherever possible, on quantitative methods. These activities pertain to the development of data processing procedures or application to electronic data processing equipment.

2843 Programming services—Activities to prepare a logical sequence of operations to be performed, either manually or electronically, in solving problems or processing data. These also involve preparing coded instructions and data for such sequences.

2844 Operations services—Activities to schedule, maintain, and produce data. These include operating business machines, data preparation services, and data processing machines.

2849 Other data processing services—Other data processing services which cannot be classified above.

2890 ‡Other central support services—Other central support services which cannot be classified above.

2900 Other support services—Other support services which cannot be classified above.

3000 Operation of Non-Instructional Services—Activities to provide non-instructional services to students, staff members, or the community.

3100 Food services operations—Activities to provide food to students and staff members in a school or school system. These include preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities, and food delivery.

3110 ‡Supervision of food services—Activities to direct, manage, and supervise food services operations.

3120 ‡Food preparation and dispensing services—Activities to prepare and serve regular and incidental meals, lunches, or snacks to students and staff members in a school or school system. These include cooking, operating kitchen equipment, preparing food, serving food, cleaning dishes, and storing dishes and kitchen equipment.

3130 ‡Food delivery services—Activities to deliver food to the school or school system.

3190 ‡Other food services—Other food services which cannot be classified above.

3200 Enterprise operations—Activities that are financed and operated in a manner similar to private business enterprises with the stated intent that costs are financed or recovered primarily through use charges (e.g., a bookstore in a school or system).

3300 Community services operation—Activities to provide community services to students, staff or other community participants. These include community recreation programs, civic activities, public libraries, programs of custody and care of children, and community welfare activities. These are provided by the school or school system for the community as a whole or for some segment of the community.

3310 ‡Supervision of community services activities—Activities to direct, manage, and supervise community services activities.

3320 ‡Community recreation services—Activities to provide recreation for the community as a whole, or for some segment of the community. These include organizing and supervising playgrounds and swimming pools, as well as other recreation programs for the community.

3330 ‡Civic activities—Activities to provide services to civic affairs or organizations. These include services to parent-teacher association meetings, public forums, lectures, and civil defense planning.

3340 ‡Public library services—Activities to operate public libraries by a school or school system, or provide library services to the general public through the school library. These include planning the library's collection in light of community needs and informing the community of public library resources and services.

3350 ‡Custody and care of children—Activities to provide programs for the custodial care of children in residential day schools or in child care centers which are not part of, nor directly related to, the instructional program, and where the attendance of the children is not included in the attendance figures for the school or system.

3360 ‡Extended day/child care services—Activities to provide programs for the custodial care of students enrolled in a school or system before the school day starts and/or after the school day ends.

3370 ‡Welfare activities—Activities to provide for the personal needs of individuals who have been designated as needy by an appropriate governmental entity. These include payment of stipends for school attendance; payment of salaries to students for work performed (whether for the school system or for an outside concern); or the provision of clothing, food, or other personal needs.

3390 ‡Other community services—Other community services which cannot be classified above.

3400 ‡Residential housing services—Activities to provide living accommodations for students and individuals in facilities either owned or leased by the school or school system.

3410 ‡Supervision of residential housing services—Activities to direct, manage, and supervise residential housing services.

3420 ‡Student residence services—Activities to provide living accommodations for students in facilities either owned or leased by the school or school system. This category may be subdivided into residences for single students and residences for married students.

3430 ‡Staff residence services (other than administrative staff)—Activities to provide living accommodations for individuals other than administrative staff in facilities either owned or leased by the school or system.

3440 ‡Administrative staff residence services—Activities to provide living accommodations for administrative staff in facilities either owned or leased by the school or system.

3490 ‡Other residential housing services—Other residential housing services which cannot be classified above.

4000 Facilities acquisition and construction services—Activities to acquire land and buildings; remodel buildings and construct additions to buildings; install and extend service systems and other built-in equipment; and improve sites.

4100 Site acquisition services—Activities to initially acquire and improve new sites.

4200 Site improvement services—Activities to improve sites, and maintain existing site improvements.

4300 Architecture and engineering services—Activities to acquire and improve sites and buildings performed by architects and engineers.

4400 Educational specifications development services—Activities to prepare and interpret specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted by architects and engineers in the early stages of blueprint development.

4500 Building acquisition and construction services—Activities to buy or construct buildings.

4600 Building improvement services—Activities to build additions to buildings and install or extend service systems and other built-in equipment.

4900 Other facilities acquisition and construction services—Other facilities acquisition and construction activities which cannot be classified above.

9000 ‡Other—Other type of function which cannot be classified above.

Entity Uses: Assignment

F. EVALUATION AND CAREER DEVELOPMENT

Quality of Performance—Information pertaining to the degree of effectiveness with which an individual functions relative to goals and objectives that have been mutually determined and evaluated by an evaluator. The choice of which criteria and method to use in evaluating various occupational levels is usually at the discretion of the administrator, in accordance with an organization's board policy or state regulations.

2480 **Evaluation Purpose**—The reason that an appraisal of an individual's performance is conducted.

01 End of probationary period—An appraisal of an individual's performance marking the end of a trial period of employment.

02 Evaluation for advancement—An appraisal of an individual's performance in order to determine whether it is appropriate to advance the worker in rank, compensation, grade, or position.

03 Evaluation for licensure—An appraisal of an individual's performance in order to determine whether the worker is qualified to receive a professional license.

04 Periodic evaluation—An appraisal of an individual's performance in accordance with rules or policies.

05 Problem resolution—An appraisal of an individual's performance conducted to solve difficult work-related situations.

99 Other

Entity Uses: Evaluation

2500 **Evaluation Date**—The month, day, and year on which an individual was evaluated.

Entity Uses: Evaluation

2510 **Evaluation Outcome**—The result of an assessment of an individual's performance.

01 Eligible for promotion—An individual has performed in a manner that warrants advancement to a higher position.

02 Merit increase—An individual has performed in a manner that merits receiving a salary increment provided for in a compensation plan.

03 Regular salary/step increase—An individual has performed in a manner that warrants an automatic salary increase provided for in a compensation plan.

04 Granted tenure—An individual has fulfilled specified requirements in a manner that warrants a guarantee of the position on a permanent basis.

05 Granted license—An individual has met the predetermined, jurisdiction-imposed qualifications necessary for being awarded a license to practice an occupation.

06 Retained in position—An individual has met the requirements of his or her job in an adequate manner.

07 Removed from probationary status—An individual has performed in a manner that warrants the elimination of a trial period of employment and permanent placement in the position.

08 Placed on probation—An individual has performed in a manner that warrants the initiation of a trial period of employment that may result in possible removal from employment.

09 Reassigned for career development needs—An individual has performed in a manner that warrants placement in a job environment that is in some way different from his or her current situation so as to allow for the development of new skills or experiences.

10 Lateral reassignment—An individual has performed in a manner that warrants reassignment of a lateral nature.

11 Demotion—An individual has performed in a manner that warrants placement in a lower position.

12 Dismissal—An individual has performed in a manner that warrants removal from employment.

99 Other

Entity Uses: Evaluation

2520 **Evaluation System**—The instrument and/or set of procedures with which an individual's performance is assessed.

Entity Uses: Evaluation

2530 **Evaluation Score/Rating**—The actual quantitative or qualitative assessment of an individual's performance.

Entity Uses: Evaluation

2540 **Evaluation Scale**—The quantitative or qualitative range of possible scores/rating for an individual's performance (e.g., 0 - 10; Poor, Fair, Average, Good, Excellent).

Entity Uses: Evaluation

G. SEPARATION FROM EMPLOYMENT

1420 **Employment Separation Date**—The month, day, and year on which an individual began self-employment or employment with an organization or institution.

Entity Uses: Staff Member

2610 **Employment Separation Type**—A designation of the type of separation occurring between an individual and the organization.

01 Voluntary—Separation resulting from a decision made solely by the involved employee (e.g., a resignation).

02 Involuntary—Separation resulting from a decision made solely by the employer (e.g., a layoff or discharge).

03 Mutual agreement—Separation resulting from a decision arrived at jointly by both the employee and the employer.

99 Other

Entity Uses: Staff Member

1430 **Employment Separation Reason**—The primary reason for the termination of the employment relationship.

01 Other employment in education—Separation resulting from an individual leaving an employer to pursue or begin another job within the field of education.

02 Other employment outside of education—Separation resulting from an individual leaving an employer to pursue or begin another job outside the field of education.

03 Retirement—Separation resulting from an individual leaving an employer in accordance with the provision of a specific program allowing or requiring an individual to leave upon reaching a certain age, a certain number of years of service, or upon sustaining a disability.

04 Family/personal relocation—Separation resulting from an individual being precluded from continuing employment because he or she or his or her family has relocated.

05 Change of assignment—Separation resulting from the employer's decision and/or employer/ employee agreement to relocate the individual to another assignment within the same organization, agency, parish, or system.

06 Formal study or research—Separation resulting from an individual leaving an employer to study or undertake research activities.

07 Illness/disability—Separation resulting from an individual leaving an employer due to sickness or an incapacitating condition.

08 Marriage or full-time homemaking—Separation resulting from an individual's marriage or decision to become a homemaker.

09 Maternity/paternity or childrearing—Separation resulting from an individual becoming a parent or deciding to spend time rearing his or her children.

10 Parental care—Separation resulting from an individual's decision to care for his or her parent/guardian.

11 Layoff due to budgetary reduction—Separation resulting from a decrease in the monies available to an organization for staffing.

12 Layoff due to organizational restructuring—Separation resulting from changes in the administrative, personnel or executive structure of an organization.

13 Layoff due to decreased workload—Separation resulting from a reduction in the amount of work to be done.

14 Discharge due to unsuitability—Separation resulting from the incompatibility of an individual's work style or skills with the requirements of his or her position.

15 Discharge due to continued misconduct—Separation resulting from serious and/or continuing acts involving misconduct, insubordination, negligence, infraction of laws or regulations.

16 Discharge due to continued absence or tardiness—Separation resulting from not being present or late for work on a frequent basis.

17 Discharge due to a falsified application form—Separation resulting from untrue or misleading information provided on the employment application.

18 Discharge due to credential revoked or suspended—Separation resulting from the withdrawal or temporary cancellation of a document stating that an individual has met specified requirements.

19 Discharge due to unsatisfactory work performance—Separation resulting from job activities carried out below a standard of quality.

20 Death—Separation resulting from the death of an individual.

98 Reason unknown—Separation resulting from an individual leaving an agency or system for an unknown reason.

99 Other

Entity Uses: Staff Member

Attachment VI-(1)
List of U.S. States and Extra-state Jurisdictions and Codes[1]

AL	Alabama	MI	Michigan	UT	Utah
AK	Alaska	MN	Minnesota	VT	Vermont
AZ	Arizona	MS	Mississippi	VA	Virginia
AS	Arkansas	MO	Missouri	WA	Washington
CA	California	MT	Montana	WV	West Virginia
CO	Colorado	NE	Nebraska	WI	Wisconsin
CT	Connecticut	NV	Nevada	WY	Wyoming
DE	Delaware	NH	New Hampshire	AS	American Samoa
DC	District of Columbia	NJ	New Jersey	FM	Federated States of Micronesia
FL	Florida	NM	New Mexico	GU	Guam
GA	Georgia	NY	New York	MH	Marshall Islands
HI	Hawaii	NC	North Carolina	MP	Northern Mariana Islands
ID	Idaho	ND	North Dakota	PW	Palau
IL	Illinois	OH	Ohio	PR	Puerto Rico
IN	Indiana	OK	Oklahoma	VI	Virgin Islands
IA	Iowa	OR	Oregon		
KS	Kansas	PA	Pennsylvania		
KY	Kentucky	RI	Rhode Island		
LA	Louisiana	SC	South Carolina		
ME	Maine	SD	South Dakota		
MD	Maryland	TN	Tennessee		
MA	Massachusetts	TX	Texas		

[1] Source: The United States Zip Code and Post Office Directory, U.S. Postal Service, 1993. Washington, D.C.

Attachment VI-(2)
List of Regulated Occupations and Professions[1], Except School Teachers

0010	Abstractor
0020	Accountant, Certified Public
0030	Accountant, Chartered
0040	Accountant, General
0050	Accountant, Management
0060	Accountant, Public
0070	Accounting Practioner
0080	Acupuncture Assistant
0090	Acupuncturist
0100	Adult Care Home, Manager
0110	Agrologist
0120	Alligator Parts Dealer
0130	Ambulance Attendant
0140	Ambulance Driver
0150	Applied Science Technician
0160	Applied Science Technologist
0170	Appraiser, Public
0180	Arborist
0190	Architect
0200	Architecture Student
0210	Armored Car Personnel
0220	Art Therapist
0230	Artificial Inseminator of Animals
0240	Asbestos Abatement Air Monitor
0250	Asbestos Abatement Consultant
0260	Asbestos Abatement Field Technician
0270	Asbestos Abatement Inspector
0280	Asbestos Abatement Management Planner
0290	Asbestos Abatement Project Designer
0300	Asbestos Abatement Project Manager
0310	Asbestos Abatement Project Monitor
0320	Asbestos Abatement Supervisor
0330	Asbestos Abatement Training Provider
0340	Asbestos Abatement Worker
0350	Assayor
0360	Assessor
0370	Athlete Agent
0380	Athletic Trainer
0390	Athletic Trainer, Apprentice
0400	Attorney
0410	Auction Clerk
0420	Auction House Operator
0430	Auctioneer
0440	Auctioneer Apprentice
0450	Audiologist
0460	Bail Bond Agent
0470	Bail Bond Runner
0480	Bail Bond Permittee
0490	Bail Solicitor
0500	Bait Dealer
0510	Barber
0520	Barber Apprentice
0530	Barber Instructor
0540	Barber Student
0550	Barber Technician
0560	Beekeeper
0570	Blaster
0580	Boiler Engineer
0590	Boiler Inspector
0600	Boiler Installer
0610	Boiler Maker
0620	Boiler Operator
0630	Boiler Repairer
0640	Bioler Welder
0650	Boxer
0660	Boxing Announcer
0670	Boxing Judge
0680	Boxing Manager
0690	Boxing Matchmaker
0700	Boxing Physician
0710	Boxing Promoter
0720	Boxing Referee
0730	Boxing Second
0740	Boxing Timekeeper
0750	Boxing Trainer
0760	Breath Analyzer Operator
0770	Breeder, Fur Bearing Animals
0780	Breeder, Game
0790	Breeder, Game Birds
0800	Breeder, Game Fish
0810	Breeder, Wild Animals & Birds
0820	Building Code Officer
0830	Building Inspector
0840	Butter Grader

[1]Source: *The Directory of Professional and Occupational Regulation in the United States and Canada* (1994), available from the Council on Licensure, Enforcement and Regulation, P.O. Box 11910, Iron Works Pike, Lexington, KY 40578.

0850	Buttermaker
0860	Cemetery Real Estate Broker/Salesperson
0870	Cesspool Cleaner
0880	Cheese Grader
0890	Cheesemaker
0900	Chemist
0910	Chick Dealer
0920	Child Care Center Administrator
0930	Child Care Provider
0940	Child Health Associate
0950	Chiropodist
0960	Chiropractic Assistant
0970	Chiropractic Trainee
0980	Chiropractor
0990	Clinical Laboratory Assistant
1000	Clinical Laboratory Director
1010	Clinical Laboratory Specialist
1020	Clinical Laboratory Supervisor
1030	Clinical Laboratory Technician
1040	Clinical Laboratory Technologist
1050	Clinical Laboratory Trainee
1060	Collection Agency Manager
1070	Collection Agency Solicitor
1080	Collection Agent
1090	Communications Pathologist
1100	Compost Operator
1110	Compressed Natural Gas Technician
1120	Concrete Technician
1130	Constable
1140	Construction Supervisor
1150	Contractor, Aerial Pesticide Applicator
1160	Contractor, Air Conditioning
1170	Contractor, Asbestos Abatement
1180	Contractor, Boiler
1190	Contractor, Building Moving/Demolition
1200	Contractor, Cabinet & Mill Work
1210	Contractor, Carpentry
1220	Contractor, Chimney Cleaning
1230	Contractor, Communications
1240	Contractor, Concrete
1250	Contractor, Dewatering Well
1260	Contractor, Drywall
1270	Contractor, Earthwork & Paving
1280	Contractor, Electrical
1290	Contractor, Elevator
1300	Contractor, Engineering
1310	Contractor, Excavation
1320	Contractor, Fencing
1330	Contractor, Fire Protection System
1340	Contractor, Flooring
1350	Contractor, General
1360	Contractor, Glass & Glazing
1370	Contractor, Hazardous Materials
1380	Contractor, Heavy
1390	Contractor, Institutional
1400	Contractor, Insulation and Acoustical
1410	Contractor, Lathing
1420	Contractor, Lead Abatement
1430	Contractor, Limited Specialty
1440	Contractor, Liquified Petroleum Gas
1450	Contractor, Low Voltage
1460	Contractor, Manufactured housing
1470	Contractor, Masonry
1480	Contractor, Mechanical
1490	Contractor, Metal Roofing
1500	Contractor, Oilburner
1510	Contractor, Ornamental Metal
1520	Contractor, Painting & Decorating
1530	Contractor, Pest Control (Structural)
1540	Contractor, Pesticide
1550	Contractor, Pipefitter
1560	Contractor, Pipeline
1570	Contractor, Plastering
1580	Contractor, Plastering, Drywall & Acoustical
1590	Contractor, Plumbing
1600	Contractor, Plumbing & Heating
1610	Contractor, Plumbing, Heating & AC
1620	Contractor, Pollutant Storage Systems
1630	Contractor, Public Works
1640	Contractor, Pump Installation
1650	Contractor, Refrigeration
1660	Contractor, Residential
1670	Contractor, Roofing
1680	Contractor, Roofing, Siding & Sheet Metal
1690	Contractor, Sanitary System
1700	Contractor, Security Alarm
1710	Contractor, Sheet Metal
1720	Contractor, Sign
1730	Contractor, Solar
1740	Contractor, Specialty
1750	Contractor, Specialty Electrical
1760	Contractor, Specialty Structure
1770	Contractor, Sprinklerfitter
1780	Contractor, Steel
1790	Contractor, Swimming Pool
1800	Contractor, Terrazzo & Marble
1810	Contractor, Tile
1820	Contractor, Tile, Marble & Mosaic
1830	Contractor, Tree Services
1840	Contractor, Utility
1850	Contractor, Water Conditioning
1860	Contractor, Welding
1870	Contractor, Well Drilling
1880	Contractor, Wrecking

1890 Cosmetologist
1900 Cosmetology Apprentice
1910 Cosmetology Instructor
1920 Cosmetology Student
1930 Cosmetology Technician
1940 Cosmetology: Braider
1950 Cosmetology: Cosmetician
1960 Cosmetology: Esthetician
1970 Cosmetology: Esthetician Instructor
1980 Cosmetology: Facialist
1990 Cosmetology: Make-up Artist
2000 Cosmetology: Manicurist
2010 Cosmetology: Manicurist Instructor
2020 Cosmetology: Shampooist
2030 Cosmetology: Wig Specialist
2040 Cotton Buyer
2050 Counselor Supervisor
2060 Counselor, Associate
2070 Counselor, Clinical
2080 Counselor, Pastoral
2090 Counselor, Professional
2100 Counselor, Registered Substance Abuse
2110 Counselor, Substance Abuse
2120 Court/Shorthand Reporter
2130 Crane operator
2140 Cytotechnologist
2150 Dental Assistant
2160 Dental Hygienist
2170 Dental Laboratory Technician
2180 Dental Specialist
2190 Dental Technician
2200 Dental Therapist
2210 Dentist
2220 Denturist
2230 Dietetic Technician
2240 Dietician
2250 Drafter
2260 Egg Dealer
2270 Egg Grader
2280 Egg Handler
2290 Egg Processor
2300 Electrical Administrator
2310 Electrical Inspector
2320 Electrical Sign Installer, Journeyman
2330 Electrical Sign Installer, Master
2340 Electrician
2350 Electrician, Apprentice
2360 Electrician, Elevator
2370 Electrician Helper
2380 Electrician, Industrial Maintenance
2390 Electrician, Journeyman
2400 Electrician, Limited
2410 Electrician, Lineman
2420 Electrician, Maintenance
2430 Electrician, Master
2440 Electrician, Residential
2450 Electrician, Specialty
2460 Electrician, Supervising
2470 Electrician, Supervising Specialty
2480 Electrologist
2490 Electrology Instructor
2500 Electroneuromyographer
2510 Elevator Constructor
2520 Elevator Inspector
2530 Elevator Mechanic
2540 Elevator Mechanic, Apprentice
2550 Elevator Operator
2560 Embalmer
2570 Embalmer Apprentice
2580 Embryo Transfer Technician (cattle)
2590 Emergency Medical Services Instructor
2600 Emergency Medical Technician (EMT)
2610 EMT: Ambulance
2620 EMT: Cardiac
2630 EMT: Defibrillator
2640 EMT: Intermediate
2650 EMT: IV
2660 EMT Shock Trauma
2670 Employment Agency Manager
2680 Employment Agent
2690 Employment Counselor
2700 Engineer Technologist
2710 Engineer, Acoustical
2720 Engineer, Aeronautic/Aerospace
2730 Engineer, Agricultural
2740 Engineer, Architectural
2750 Engineer, Architectural Marine
2760 Engineer, Astronautical
2770 Engineer, Ceramic
2780 Engineer, Chemical
2790 Engineer, Civil
2800 Engineer, Construction
2810 Engineer, Consulting
2820 Engineer, Control Systems
2830 Engineer, Corrosion
2840 Engineer, Electrical
2850 Engineer, Electronic
2860 Engineer, Engineering Plastics
2870 Engineer, Environmental
2880 Engineer, Fire Protection
2890 Engineer, Geodetic
2900 Engineer, Geological
2910 Engineer, Geotechnical
2920 Engineer, Highway

2930 Engineer, Hoisting
2940 Engineer, HVAC
2950 Engineer, Hydraulic
2960 Engineer, Industrial
2970 Engineer, Instrumental
2980 Engineer, Manufacturing
2990 Engineer, Marine
3000 Engineer, Materials
3010 Engineer, Mechanical
3020 Engineer, Metallurgical
3030 Engineer, Mining
3040 Engineer, Naval Architecture
3050 Engineer, Nuclear
3060 Engineer, Petroleum
3070 Engineer, Plastics
3080 Engineer, Plumbing
3090 Engineer, Professional
3100 Engineer, Quality
3110 Engineer, Railroad
3120 Engineer, Refrigeration
3130 Engineer, Safety
3140 Engineer, Sanitary
3150 Engineer, Structural
3160 Engineer, Systems
3170 Engineer, Textile
3180 Engineer, Traffic
3190 Engineer, Transportation
3200 Engineer-in-Training
3210 Engineer/Surveyor
3220 Explosives Dealer
3230 Explosives Handler
3240 Feed Dealer
3250 Fertilizer Dealer
3260 Fire Inspector
3270 Fire Investigator
3280 Fire Protection Company Manager
3290 Fire Protection System Inspector
3300 Fire Protection System Installer
3310 Fire Protection Systems Seller
3320 Firefighter
3330 Firefighter Training Instructor
3340 Fireworks Handler
3350 First Responder
3360 First Responder: Defibrillation
3370 Fish Dealer
3380 Fish Farmer
3390 Fisher, Commercial
3400 Forest Engineer
3410 Forest Product Operator
3420 Forester
3430 Franchise Broker/Dealer
3440 Frog Dealer
3450 Fund Raiser, Professional
3460 Funeral Arranger, Pre-need
3470 Funeral Attendant
3480 Funeral Direct Disposer
3490 Funeral Director
3500 Funeral Director Apprentice
3510 Funeral Director, Assistant
3520 Funeral Director/Embalmer
3530 Funeral Director/Embalmer Apprentice
3540 Funeral Service Intern
3550 Funeral Service Practitioner
3560 Fur Buyer
3570 Fur Dealer
3580 Fur Processor
3590 Fur Trapper
3600 Gaming Employee
3610 Gaming Equipment Distributor
3620 Gaming Establishment Owner
3630 Gaming Manager
3640 Gaming Operator
3650 Gas Fitter
3660 Geochemist
3670 Geologist
3680 Geologist, Engineering
3690 Geophysicists
3700 Ginner, Public
3710 Ginseng Dealer
3720 Ginseng Grower
3730 Grain Dealer
3740 Grain Sampler/Grader
3750 Grain Tester
3760 Grain Warehouse Operator
3770 Greyhound Racing Employee
3780 Groundwater Professional
3790 Guard Dog Handler
3800 Guide/Outfitter
3810 Hairdresser
3820 Hairdresser Instructor
3830 Harness Racing Driver
3840 Harness Racing Employee
3850 Hazardous Material Management Consultant
3860 Hazardous Waste Management Specialist
3870 Hazardous Waste Transporter
3880 Health Facility Administrator
3890 Health Officer, Public
3900 Health Physics Services Vendor
3910 Hearing Aid Dealer/Fitter
3920 Hearing Aid Dealer/Fitter Trainee
3930 Hemodialysis Technician
3940 Hoisting Machinery Operator
3950 Home Health Aide
3960 Home Improvement Salesperson

3970	Home Management Provider
3980	Homeopath
3990	Horse Racing Employee
4000	Horse Racing Jockey
4010	Horticulturist
4020	Hunter Education Instructor
4030	Hypnotherapist
4040	Incinerator Operator
4050	Infra-Red Analyzer Repair Technician
4060	Instructor, Guide Dogs for the Blind
4070	Insurance Adjuster
4080	Insurance Adjuster/Appraiser
4090	Insurance Administrator
4100	Insurance Agent
4110	Insurance Broker
4120	Insurance Consultant
4130	Insurance Escrow Officer
4140	Insurance Representative
4150	Insurance Solicitor
4160	Insurance: Financial Planner
4170	Insurance: Reinsurance Intermediary
4180	Insurance: Stock Agent
4190	Insurance: Surplus Lines Agent
4200	Insurance: Surplus Lines Broker/Agent
4210	Insurance: Third Party Administrator
4220	Interior Designer
4230	Irrigator
4240	Kickboxer
4250	Kinesiological Electromyographer
4260	Labor Contractor
4270	Land Surveyor
4280	Land Surveyor-in-Training
4290	Landfarming Operator
4300	Landfill Operator
4310	Landscape Architect
4320	Landscape Contractor
4330	Law Enforcement Officer
4340	Law Enforcement Training Instructor
4350	Lead Abatement Supervisor
4360	Lead Abatement Training Provider
4370	Lead Abatement Worker
4380	Lead Inspector, Environmental
4390	Lead Inspector-Technician, Environmental
4400	Lead Technician, Environmental
4410	Librarian
4420	Liquefied Petroleum Gas Dealer
4430	Liquefied Petroleum Gas Installer/Repairer
4440	Liquefied Petroleum Gas Safety Supervisor
4450	Liquefied Petroleum Gas Truck Driver
4460	Livestock Agent
4470	Livestock Auction Operator
4480	Livestock Auctioneer
4490	Livestock Buyer/Broker
4500	Livestock Dealer
4510	Livestock Dealer Representative
4520	Livestock Hauler
4530	Lobbyist
4540	Manufactured Home Broker
4550	Manufactured Home Dealer/Salesperson
4560	Manufactured Home Inspector
4570	Manufactured Home Installer
4580	Manufactured Home Mechanic
4590	Marital Mediator
4600	Marriage and Family Therapist
4610	Marriage and Family Therapist Intern
4620	Massage Therapist
4630	Mechanical Inspector
4640	Mechanical Journeyman
4650	Mechanical Master
4660	Medical Assistant
4670	Medical Physicist
4680	Medication Aide
4690	Microbiologist, Public Health
4700	Midwife, Direct Entry
4710	Milk Dealer
4720	Milk Distributor
4730	Milk Equipment Installer
4740	Milk Gathering Plant Manager
4750	Milk Grader/Sampler/Hauler
4760	Milk Inspector
4770	Milk Laboratory Technician
4780	Milk Pasteurizer
4790	Milk Processing Plant Operator
4800	Milk Tank Calibrator
4810	Milk Tester
4820	Mine Belt Examiner
4830	Mine Blaster
4840	Mine Electrician
4850	Mine Examiner
4860	Mine Fire Boss
4870	Mine Foreman
4880	Mine Hoisting Engineer
4890	Mine Inspector
4900	Mine Manager
4910	Mine Operator
4920	Mine Shot Firer
4930	Mine Superintendent
4940	Mine Supervisor
4950	Mine Surface Blaster
4960	Mine Surveyor
4970	Miner
4980	Mobile Home Park Manager
4990	Mobile Home Park Owner
5000	Money Broker

5010	Mortgage Banker
5020	Mortgage Lender/Broker
5030	Motor Vehicle Brake Mechanic
5040	Motor Vehicle Emissions Inspector
5050	Motor Vehicle Emissions Mechanic
5060	Motor Vehicle Inspector
5070	Motor Vehicle Lamp Mechanic
5080	Motor Vehicle Mechanic
5090	Motor Vehicle Representative
5100	Motor Vehicle Salesperson, New
5110	Motor Vehicle Salesperson, Used
5120	Municipal Auditor
5130	Mussel Dealer
5140	Mussel Sheller
5150	Naprapath
5160	Naturopath
5170	Notary Public
5180	Nuclear Medicine Technician
5190	Nuclear Medicine Technologist
5200	Nuclear Power Operator
5210	Nurse Anesthetist
5220	Nurse Midwife
5230	Nurse Practitioner
5240	Nurse Specialist, Clinical
5250	Nurse, Licensed Practical
5260	Nurse, Psychiatric
5270	Nurse, Public Health
5280	Nurse, Registered
5290	Nursery Agent
5300	Nursery Dealer
5310	Nursery Grower
5320	Nursing Assistant
5330	Nursing Home Administrator
5340	Nutrition Counselor
5350	Nutritionist
5360	Occupational Therapist
5370	Occupational Therapy Assistant
5380	Ocularist
5390	Off-Track Betting Employee
5400	Oil Burner Technician
5410	Oil Burner Technician Apprentice
5420	Optician
5430	Optician Apprentice
5440	Optician, Technician
5450	Optometrist
5460	Osteopath
5470	Osteopath Assistant
5480	Paramedic
5490	Pawnbroker
5500	Pest Control Applicator, Structural
5510	Pest Control Operator, Structural
5520	Pesticide Applicator
5530	Pesticide Applicator, Aerial
5540	Pesticide Dealer
5550	Pesticide Operator
5560	Pharmaceutical Clerk
5570	Pharmacist
5580	Pharmacy Assistant
5590	Pharmacy Intern
5600	Physical Therapist
5610	Physical Therapy Assistant
5620	Physician
5630	Physician Assistant
5640	Pilot, Marine
5650	Pipe Layer
5660	Pipe Mechanic
5670	Pipefitter, Apprentice
5680	Pipefitter, Journeyman
5690	Pipefitter, Master
5700	Plumber
5710	Plumber, Apprentice
5720	Plumber, Journeyman
5730	Plumber, Master
5740	Plumbing, Inspector
5750	Podiatrist
5760	Polygraph Examiner
5770	Polygraph Intern
5780	Pre-School Program Director
5790	Private Investigator
5800	Private Investigator Agency Owner
5810	Private Investigator Trainee
5820	Produce Dealer
5830	Produce Dealers Agent
5840	Produce Packer
5850	Property Tax Agent
5860	Prosthetist
5870	Psychiatric Aide
5880	Psychological Examiner
5890	Psychologist
5900	Psychologist Assistant
5910	Psychologist Associate
5920	Psychologist Intern
5930	Psychologist, Clinical
5940	Psychologist, Consulting
5950	Pump Installer
5960	Radiation Machine Inspector
5970	Radiation Therapist
5980	Radiographer, Industrial
5990	Radiologic Technician
6000	Radiologic Technologist
6010	Radiology Practical Technologist
6020	Radon Measurement Specialist
6030	Radon Mitigation Specialist
6040	Real Estate Appraiser

6050 Real Estate Appraiser Intern
6060 Real Estate Appraiser, Certified
6070 Real Estate Appraiser, General
6080 Real Estate Appraiser, Registered
6090 Real Estate Appraiser, Residential
6100 Real Estate Associate Broker
6110 Real Estate Auctioneer
6120 Real Estate Broker
6130 Real Estate Escrow Officer
6140 Real Estate Inspector
6150 Real Estate Instructor
6160 Real Estate Property Manager
6170 Real Estate Salesperson
6180 Real Estate Timeshare Salesperson
6190 Recreational Therapist
6200 Reflexology Therapist
6210 Refrigeration & Air Condition Technician
6220 Refrigeration Journeyman
6230 Refrigeration Technician
6240 Refrigeration Trainee
6250 Rehabilitation Counselor
6260 Repossessor Employee
6270 Repossessor Qualified Manager
6280 Reptile/Amphibian Collector
6290 Research Animal Dealer
6300 Residential Care Administrator
6310 Residential Designer
6320 Respiratory Care Technician
6330 Respiratory Care Trainee
6340 Respiratory Therapist
6350 Sanitarian
6360 Sanitarian Intern
6370 School Administrator
6380 School Audiologist
6390 School Business Official
6400 School Counselor
6410 School Dance Therapist
6420 School Guidance Counselor
6430 School Librarian
6440 School Music Therapist
6450 School Nurse
6460 School Occupational Therapist
6470 School Physical Therapist
6480 School Principal
6490 School Psychologist
6500 School Social Worker
6510 School Speech Pathologist
6520 School Superintendent
6530 School Supervisor
6540 Seafood Dealer
6550 Securities Agent
6560 Securities Broker/Dealer
6570 Securities: Agent of Issuer
6580 Securities: Investment Advisor
6590 Securities: Investment Advisor Representative
6600 Security Alarm Company Manager
6610 Security Alarm Employee/Installer
6620 Security Alarm Salesperson
6630 Security Guard
6640 Security Guard Agency Operator
6650 Security Guard Agency Owner
6660 Seed Broker
6670 Seed Dealer
6680 Seed Labeler
6690 Seed Processor
6700 Seed Seller
6710 Septic Tank Installer
6720 Septic Tank Pumper
6730 Septic Tank Site Technician
6740 Sewage Disposal System Installer
6750 Sewage Hauler
6760 Sewer/Water Apprentice
6770 Sewer/Water Installer
6780 Shell Fisher
6790 Shooting Preserve Operator
6800 Social Service Aide
6810 Social Service Worker
6820 Social Work Associate
6830 Social Work Technician
6840 Social Worker
6850 Social Worker, Clinical
6860 Social Worker, Independent
6870 Soil Classifier
6880 Soil Classifier-in-Training
6890 Soil Scientist
6900 Soil Tester
6910 Solid Fuel Burner Technician, Apprentice
6920 Solid Fuel Burner Technician, Master
6930 Speech Pathologist
6940 Speech Pathology Aide
6950 Sprinklerfitter, Journeyman
6960 Sprinklerfitter, Apprentice
6970 Steam Engineer
6980 Storage Tank Inspector
6990 Storage Tank Installer
7000 Storage Tank Installer/Remover
7010 Subcontractor
7020 Sweet Potato Dealer
7030 Tattoo Artist
7040 Tax Consultant
7050 Tax Preparer
7060 Taxidermist
7070 Travel Agent

7080 Tree Injector
7090 Tree Surgeon
7100 TV/Radio Antenna Installer
7110 TV/Radio Service Dealer
7120 TV/Radio Service Technician
7130 TV/Radio Service Technician Apprentice
7140 Underground Storage Tank Cathodic Protector
7150 Underground Storage Tank Consultant
7160 Underground Storage Tank Inspector
7170 Underground Storage Tank Installer/Remover
7180 Underground Storage Tank Reliner
7190 Underground Storage Tank Repairer
7200 Underground Storage Tank Site Assessor
7210 Underground Storage Tank Subsurface Evaluator
7220 Underground Storage Tank Supervisor
7230 Underground Storage Tank Tester
7240 Underground Storage Tank Upgrader
7250 Underground Storage Tank: Soil Sampler
7260 Uniform Dwelling Code Inspector
7270 Urban Planner
7280 Veterinarian
7290 Veterinary Euthanasia Technician
7300 Veterinary Technician
7310 Voice Stress Analyst
7320 Warehouser
7330 Waste Disposal Inspector
7340 Waste Disposal Operator
7350 Wastewater Collection Operator
7360 Wastewater Treatment Operator
7370 Water Conditioning Installer
7380 Water Distribution Operator
7390 Water Rights Surveyor
7400 Water Treatment Installer
7410 Water Treatment Operator
7420 Weatherization Inspector
7430 Weighmaster
7440 Weights and Measures Mechanic
7450 Welder
7460 Well Driller
7470 Well Drilling Operator
7480 Well Monitoring Supervisor
7490 Well Operator
7500 Wireman, Residential
7510 Workers Compensation Adjuster
7520 Wrestler
7530 Wrestling Judge
7540 Wrestling Manager
7550 Wrestling Matchmaker
7560 Wrestling Promotor
7570 Wrestling Referee
7580 Wrestling Second
7590 Wrestling Timekeeper
7600 X-Ray Machine Servicer
7610 X-Ray Machine Operator
7620 X-Ray Technician
7630 X-Ray Technologist

Appendix A

Policy Questions, Indicators, and Basic Data Elements

Appendix A
Policy Questions, Indicators, and Basic Data Elements

A set of basic data elements should provide the means to answer the most basic and most frequently asked questions concerning the status, quality, and functioning of schools and school systems. In the Forum's 1990 report, *A Guide to Improving the National Education Data System*, the nature and adequacy of national data were examined in four major domains: **background/demographics**, **education resources**, **school processes**, and **student outcomes**. The Task Force discussed questions under each of the four major domains for which information is frequently requested. These questions primarily reflect policy decisions that affect student achievement. The Task Force has chosen indicators that can be obtained through a well-designed administrative records system. These indicators represent a consensus on what is the research-supported evidence that can be used to monitor and improve the quality of educational services provided to children. (See **exhibit A-(I)**) Indicators that are unique to specific school or district policies are not included in this list, nor are data acquired only through surveys or research studies. Examples of indicators not included in this document are graduation requirements, students' aspirations for further education, and attendance and suspension policies.

Exhibit A-(I)
Key Questions and Indicators
in Four Major Domains of Education Information

Student and Community Background Statistics

- Are children ready to learn when they enter school?
  - Percentage of children entering school with limited or no English proficiency
  - Percentage of children who received different types of early childhood learning experiences
  - Percentage of children with health needs
  - Percentage of children by disability type
- What kind of outside support do students have?
  - Percentage of students by parental education level
  - Percentage of students by family structure

School Process Statistics

- Do students have access to high quality, rigorous educational content and courses?
  - Percentage of students enrolled by course title or program
- Are students in school?
  - Mobility rate for students
  - Student attendance rate
  - Percentage of students suspended or expelled as a disciplinary action
  - Number of criminal offenses reported by type
  - Student retention rate by grade level
- What is the classroom or school environment?
  - Percentage of students receiving special services (e.g., special education, ESL, Title I)
  - Percentage of students by race/ethnicity by sex
  - Percentage of teachers assigned to teach within their field of certification by subject area

Education Resource Statistics

- What are the qualifications of instructional personnel?
  - Average number of years of teacher experience
- What is the supply of qualified instructional personnel?
  - Percentage of staff by race/ethnicity by sex
  - Rate of staff turnover by instructional level by program or subject matter area
- What additional assistance is available for students, staff, and other personnel?
  - Number of students by support service type
  - Percentage of students receiving transportation (including contracted service arrangements)

Student Outcomes Statistics

- Do students complete their schooling?
  - Percentage of students receiving a regular high school or advanced high school diploma
  - Percentage of students graduating with a certificate of completion
  - Percentage of students who dropped out of school
- What did students learn?
  - Percentage of students taking AP courses by subject area
  - Average subject area proficiencies by grade level (e.g., state or local tests)
  - Percentage of students meeting state and local achievement standards by school, family income, grade level, etc.
  - Percentage of students taking specified core curricula (including 4 Math, 3 Science, 4 English, 3 Social Studies, 0.5 Computer)
- Are students prepared for further education?
  - Percentage of students taking college entrance examinations

The Basic Set of Data Elements was derived, in part, from the list of indicators included in table A, "**List of key questions, indicators, and constituent student–staff data elements**." The Task Force has made assumptions concerning the availability of certain types of data. For example, it is assumed that total enrollment counts are available so that percentages can be computed for most of the listed indicators. An indication of when students enrolled and withdrew is needed so that total enrollment counts will be accurate for a given date or time period. An important assumption is that basic demographic data about students are included in individual student records, such as age (or date of birth), sex, race/ethnicity, and grade level. With these data elements, cross-tabulations can be computed for students by age, grade level, race/ethnicity or sex, or combinations of these variables at the school, district, or state levels.

Student and Community Background Statistics

Many factors affect student learning at schools. The physical and emotional well-being of young children influences their abilities to learn when they enter school. With parent and family support, a child gains the confidence to reach for his or her full potential to learn. In addition, a resourceful community can help families provide an environment conducive to student learning. Two major questions related to student and community background affect student learning:

- ***Are children ready to learn when they enter school?*** A child must be physically, mentally, and linguistically ready to participate in various learning activities and to receive instruction in school. Young children cannot learn if they are hungry or physically weak due to insufficient nourishment. They may have difficulties in adjusting to a school's learning environment if they have had limited previous learning experiences. Children who are not proficient in English may not be able to communicate well with other adults and children at school. For schools to address these needs, they must be aware of them and plan for the provision of educational services that will overcome these barriers to learning. The following are indicators that provide information about the special needs of young children when they enter school.

  Possible Indicators

  1. Percentage of children entering school with limited or no English proficiency
  2. Percentage of children who received different types of early childhood learning experiences
  3. Percentage of children with health needs
  4. Percentage of children by disability type

- ***What kind of outside support do students have?*** What a student experiences outside of school greatly affects his or her learning in school. A student will have a better chance to succeed when his or her parents place a major emphasis on learning. A student whose family cannot afford to buy a computer at home is less likely to gain as much computer experience as another child whose family is fully equipped with a computer and a modem.

  Possible Indicators

  1. Percentage of students by parental education level
  2. Percentage of students by family structure

School Process Statistics

As mentioned in *A Guide to Improving the National Education Data System*, school process measures are needed to describe instructional practice, monitor reform, and explain discrepancies in student performance. Questions related to school process measures are primarily concerned with content and quality of instruction that students receive, students' participation in learning activities, and characteristics of the learning and teaching environment. Members of the Core Data Task Force suggest three major questions related to school process.

- ***Do students have access to high-quality, rigorous educational content and courses?*** The types of courses offered indicate quality of education content available. All course offerings, including distance learning courses, should be examined. One way of assessing the quality of courses offered is to look at the graduation requirements. For instance, if completing two years of algebra is required, schools must make two algebra courses available. This requirement could be an indication that students are required to complete rigorous mathematics courses. Schools may provide high-quality educational content and courses, but students actually spend relatively little time in core subject courses. A look at the course-taking pattern of students and the time spent in core academic courses would help in assessing the extent to which students are exposed to rigorous education.

  Possible Indicator

  1. Percentage of students enrolled by course title or program

- ***Are students in school?*** Answering this question requires examining students' attendance patterns, retention rates, suspension and expulsion rates, and attendance policies and their effects on student learning. The mobility pattern of a student's family also affects his or her learning and participation in school activities. This is especially true for those states (e.g., California, Texas, and Florida) where large populations of migrant workers are reported. In addition, crime incidents and substance abuse have great effects on students' attendance and participation in school activities.

  Possible Indicators

  1. Mobility rate for students
  2. Student attendance rate
  3. Percentage of students suspended or expelled as a disciplinary action
  4. Number of criminal offenses reported by type
  5. Student retention rate by grade level

- ***What is the classroom or school environment?*** This is a school process question covering all aspects of the school environment that might affect students' learning. Some examples of factors affecting the school environment include class size, effective use of technology, student and staff population characteristics, and instructional practices. Answers to this question also include basic information about the school, such as school type; grade ranges; offering of special programs and services; and governance issues such as site-based decision making, team teaching, and the provision of release time for professional development activities.

Possible Indicators

1. Percentage of students receiving special services (e.g., special education, English as a Second Language (ESL), Title I)
2. Percentage of students by race/ethnicity by sex
3. Percentage of teachers assigned to teach within their field of certification by subject area

Education Resource Statistics

The following three questions address major issues regarding education resources. Each question covers a wide spectrum of concerns, whereas the indicators point to some of the more specific concerns for schools and educators.

- ***What are the qualifications of instructional personnel?*** Many factors may affect a person's ability to teach. We may logically expect a person's education and training to have a significant impact. Several indicators can be used to help identify a teacher's qualifications to teach. Among these measures are preservice and inservice training experiences, licensure testing, other types of professional development, and years of experience in the classroom.

  Possible Indicator

  1. Average number of years of teacher experience

- ***What is the supply of qualified instructional personnel?*** Measures in this area address the need to know who is teaching our nation's children. A snapshot of the distribution of instructional personnel will help us understand the educational experiences of children. These indicators address demographics, assignments, and attrition rates.

  Possible Indicators

  1. Percentage of staff by race/ethnicity by sex
  2. Rate of staff turnover by instructional level by program or subject matter area

- ***What additional assistance is available for students, staff, and other personnel?*** In addition to instructional support for students, it is also important to assess what other forms of support are available to students and staff. For example, do students have access to a library, guidance counselors, psychologists, and health providers during school hours? Is there administrative support for teachers? Other types of support include transportation and lunch programs, federally funded programs, and community resources.

  Possible Indicators

  1. Number of students by support service type
  2. Percentage of students receiving transportation (including contracted service arrangements)

Student Outcomes Statistics

"How are students doing?" is the most important question asked by educators, parents, leaders of industry and business, and policy makers. Citizens are interested in knowing the results of the tax dollars they spend on education. Such concern focuses on the following key questions:

- ***Do students complete their schooling?*** We need to know how many students graduate and how many of them drop out of schools. In addition, it would be helpful to know the types of credentials graduates hold, whether for entering the work force or receiving postsecondary education.

  Possible Indicators

  1. Percentage of students receiving a regular high school or advanced high school diploma
  2. Percentage of students graduating with a certificate of completion
  3. Percentage of students completing high school equivalency requirements
  4. Percentage of students who dropped out of school

- ***What did students learn?*** This is a key question that is asked by everyone—parents, legislators, governors, and leaders of both the private and public sectors. We are concerned with what our students know and how much they know in comparison to students in other states and countries. A series of questions can be asked to reflect what students learned in schools. For example, are high school students achieving high learning standards for challenging courses? How many students are participating in AP courses? How many AP students score high enough to get college credit for the course? Are students scoring high on standardized achievement tests? How many courses and what types of courses are taken by high school students?

  Possible Indicators

  1. Percentage of students taking AP courses by subject area
  2. Average subject area proficiencies by grade level (e.g., state or local tests)
  3. Percentage of students meeting state and local achievement standards by school, family income, grade level, etc.
  4. Percentage of students taking specified core curriculums (including 4 Math, 3 Science, 4 English, 3 Social Studies, 0.5 Computer)

- ***Are students prepared for further education?*** In this information age and global economy, more jobs require postsecondary education or training and skills beyond the high school level. Several questions can be asked to reflect students' readiness for postsecondary education. For example, how many students are going to postsecondary institutions after graduation? How many of them are taking college preparatory examinations, and what are their scores? Do students complete their postsecondary educations?

  Possible Indicators

  1. Percentage of students taking college entrance examinations

Table A.—List of key questions, indicators, and constituent student–staff data elements

Domain: *Student and Community Background Statistics*

Key Questions	Indicator	Data Element[1]			Information Needed in Individual Student or Staff Records to Compute the Indicator[2]
		No.	Name	Entity Uses	
Are children ready to learn when they enter school?	Percent of children entering school with limited or no English proficiency	027	English proficiency	Student	English proficiency level of a child at the time when that child enters school
		080	Entry date	Student	
	Percent of children who received different types of early childhood learning experiences	307	Caregiver/early childhood program provider	Program/Service	Different types of early childhood learning experiences include who took care of the child (parent/guardian, or relative, or non-relative), what the setting or location of the care/learning environment was (child's home, or a home other than the child's, or school, or community facility other than school), and/or what type of early childhood program a child participated in (school sponsored program, or publicly sponsored program, or non-profit privately sponsored program, or for-profit program
		308	Caregiver/early childhood program location	Program/Service	
		311	Early childhood program sponsorship	Program/Service	

[1] A data element is the lowest level of information contained in an individual student or staff record. For definitions of the "data elements" and "entity uses" listed in this table, please refer to Section V and VI of this report. For identification purposes, each data element is numbered according to the *Student Data Handbook: Elementary, Secondary and Early Childhood Education* (National Center for Education Statistics, 1994) and the *Staff Data Handbook: Elementary, Secondary and Early Childhood Education* (National Center for Education Statistics, 1995). A three-digit number is for a student data element, while staff data elements have a four-digit numbering system. To assist the design of a record system, most of the data elements in the *Handbooks* are illustrated with recommended options of alternatives/responses for the data elements. For instance, the data element "Race/Ethnicity" has five general options for responding to an individual's racial or ethnic heritage category.

[2] Indicators are often expressed in percentages, averages, and totals. It is assumed that total enrollment counts are available for computing percentages and averages. An indicator statistic is computed from compilations of individual data on a specific topic of concern/interest. A computed statistic for an indicator, therefore, should not contain individual identifiable information.

Key Questions	Indicator	Data Element No.	Name	Entity Uses	Information Needed in Individual Student or Staff Records to Compute the Indicator
Are children ready to learn when they enter school?	Percent of children with health needs	276	Immunization type	Student	School or teachers need to know whether a student has any physical or medical condition of potential significance (e.g., allergy and asthma) during an emergency treatment. Another major area concerning children's health needs is whether a child has received the recommended immunization as scheduled.
		278	Immunization date	Student	
		279	Immunization status code	Student	
		294	Emergency factor	Student	
	Percent of children by disability type	269	Primary disability type	Student	School or teacher should know what type of disability a student has so as to accommodate the student accordingly in various school activities. A disabled student may have multiple disabilities.
		271	Secondary disability type	Student	
		272	Tertiary disability type	Student	
What kind of outside support do students have?	Percent of children by parental education level	066	Relationship to student	Parent/Guardian	In a record system, a data element may occur in more than one instance. Here, if a student has more than one parent/guardian, highest level of education of each parent/guardian will be maintained in student's record.
		072	Highest level education completed	Parent/Guardian	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What kind of outside support do students have?	Percent of children by family structure	001	First name	Parent/Guardian	Student's family structure includes who is (are) the person(s) that the student usually comes in contact with at home, and whether student is staying with/away from his or her parent/guardian. The data elements on name(s) of student's parent/guardian, or sibling(s) are included in the record system for the purpose of identifying what entity(ies) the address information is associated with. In other words, data elements regarding address information are repeated for each parent/guardian he or she has.
		002	Middle name	Parent/Guardian	
		003	Last/Surname	Parent/Guardian	
		004	Generation Code	Parent/Guardian	
		011	Name of individual	Sibling(s) or other school-age children living in student's household	
		018	Birthdate	Sibling(s) or other school-age children living in student's household	
		037	Street number/name	Student; Parent/Guardian	
		038	Apartment/Room/Suite number	Student; Parent/Guardian	
		039	City	Student; Parent/Guardian	
		041	State	Student; Parent/Guardian	
		042	Zip Code	Student; Parent/Guardian	
		043	Country	Parent/Guardian	
		066	Relationship to student	Parent/Guardian; Sibling(s) or other school-age children living in student's household	
		067	Life status	Parent/Guardian	

Domain: *School Process Statistics*

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
Do students have access to high quality, rigorous educational content and courses?	Percent of students enrolled by course title or program	013	Identification number	Class	Enrollment status of a student indicates whether the student is enrolled in school. Because a student may be taking more than one course, information regarding each class that the student is taking will be maintained in the student's record. Each class is identified by the course number, course title, subject matter area, and its instructional level (remedial, special education, general, honors, Advanced Placement (AP), gifted and talented, etc.). Information on the type of program (e.g., compensatory education, English as a second language) that the student is in can be maintained through the data element "instructional program service type." Because a school may have more than one numbering system for course numbers, the data element "identification system" will also be maintained in student's record to associate with information regarding each class number.
		014	Identification system	Class	
		073	Enrollment status	School	
		122	Subject matter area or department	Class	
		123	Instructional level	Class	
		124	Descriptive title	Class	
		321	Instructional Program Service Type	Program/Service	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
Are students in school?	Mobility rate for students	032	Migratory status	Student	Migratory status indicates whether the student is currently a migratory child, or formerly was one, or whose parent/guardian is not a migrant worker. For a computation of mobility rate, a student record should maintain student's address information for specific time periods (assuming student record system allows multiple entries of student address information for each location student resides for the past and present school year).
		037	Street number/name	Student	
		039	City	Student	
		041	State	Student	
		043	Country	Student	
	Student attendance rate	100	Number of days of membership	Student	The data element "daily attendance status" provides information about whether the student is present or absent during a given day while school is in session. Cumulated count of the data element gives the total number of days that the student attended school.
		101	Daily attendance status	Student	
	Percent of students suspended or expelled as a disciplinary action	340	Disciplinary action type	Student	If a student is suspended or expelled as a result of a disciplinary action, there will be a response under the data element "disciplinary action type" in his or her record, either as expulsion or in-school suspension.
	Number of criminal offenses reported	336	Offense type	Student	One of the possible responses under "offense type" is criminal offense.
	Student retention rate by grade level	083	Entry level	Student	This indicator asks how many students are not promoted and their grade level. "Nonpromotion reason" explains why a school staff member determined that the student must not be promoted. If a student is not promoted at the end of a school term, the record will show that there is an entry under this data element.
		158	Nonpromotion reason	Student	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What is the classroom or school environment?	Percent of students receiving special services (e.g., special education, English as a second language, Title I)	314	Individualized program type	Student	This indicator seeks information regarding student participation in various programs or services. Individualized program types include individualized education program (IEP) and individualized family service program (IFSP); instructional program service types include bilingual education, vocational education, and gifted and talented programs; student support services are such programs as reduced-price lunch program and early intervention services; transitional support service types include vocational rehabilitation training and job placement, and transportation services.
		321	Instructional program service type	Program/Service	
		322	Student support service type	Program/Service	
		323	Transitional support service type	Program/Service	
	Percent of students by race/ethnicity by sex	015	Race/ethnicity	Student	Information on the race/ethnicity and gender of a student.
		017	Sex	Student	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What is the classroom or school environment?	Percent of teachers assigned to teach within field of certification by subject area	1050	Credential type	Staff member	First, whether an individual staff member is a teacher can be identified through the data element "job classification." Second, information regarding the type and contents of credential an individual staff member holds can be obtained through "teaching credential type" (standard, progressional, temporary, National Board of Professional Teaching Standards (NBPTS), etc.), "credential authorized instructional level" (elementary school, high school, etc.), "teaching field or area authorized" (general elementary, biology, foreign language, computer science, etc.), and the "credential type" (certification, licensure, etc.). Finally, information regarding current assignment is provided by data elements "teaching assignment" (general elementary, general secondary, music, biology, computer science, etc.) and "instructional level" (grade levels/range).
		1070	Teaching credential type	Staff member	
		1150	Credential authorized instructional level	Staff member	
		1170	Teaching field or area authorized	Staff member	
		1450	Teaching assignment	Assignment	
		1460	Instructional level	Assignment	
		2300	Job classification	Assignment	

Domain: *Education Resource Statistics*

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What are the qualifications of instructional personnel?	Average number of years of teaching experience	1470	Years of prior teaching experience	Staff member	Total number of years an individual has previously held at teaching position.
What is the supply of qualified instructional personnel?	Percent of staff by race/ethnicity by sex	0150	Race/ethnicity	Staff member	Information on the race/ethnicity and gender of a staff member.
		0170	Sex	Staff member	
	Rate of staff turnover by instructional level by program or subject matter area	1410	Employment beginning date	Staff member	The ending and starting dates of employment can be used to compute the percentage of staff turnover.
		1420	Employment separation date	Staff member	Assignment information regarding specific subject matter area, grade level, and program type can be obtained through the data elements "teaching assignment" (general elementary, arts, chemistry, etc.), "instructional level" (middle school, high school, etc.), and "program type" (regular education , special education, Indian education, compensatory education, community services program, etc.).
		1450	Teaching assignment	Assignment	
		1460	Instructional level	Assignment	
		2460	Program type	Assignment	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What additional assistance is available for students, staff, and other personnel?	Number of students by support service type	322	Student support service type	Program/Service	Information concerning the types of programs/services a student receives can be obtained through data elements "student support service type" (e.g., free-lunch program), and "transitional support service type" (e.g., vocational rehabilitation training), and "service setting" in which the student is served (e.g., early intervention classroom/center).
		323	Transitional support service type	Program/Service	
		330	Service setting	Program/Service	
	Percent of students receiving transportation (including contracted service arrangements)	213	Transportation status	Student	The data elements "transportation status" and "transportation at public expense eligibility" provides information as to whether a student is transported to or from school, and whether he or she is eligible for receiving such service at local public expense because of distance, disability, or other reasons.
		215	Transportation at public expense eligibility	Student	

Domain: *Student Outcome Statistics*

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
Do students complete their schooling?	Percent of students receiving regular high school or advanced high school diploma	106	Exit/Withdrawal type	Student	Information of whether student is graduated with regular high school diploma can be obtained through the data element "exit/withdrawal type."
	Percent of students graduating with a certificate of completion	106	Exit/Withdrawal type	Student	Information regarding student graduation with other credentials such as certificate of completion is found under the data element "exit/withdrawal type" which has it as one of its possible options.
	Percent of students who dropped out of school	104 106	Exit/Withdrawal date Exit/Withdrawal type	Student Student	If a student drops out of school, "discontinued schooling" will be entered under the data element "exit/withdrawal type" in his or her record. It is also necessary to attach the dropout date with the withdrawal information.
What did students learn?	Percent of students taking AP courses by subject area	013 014 124	Identification number Identification system Descriptive title	Class Class Class	The title of an AP class usually will identify the subject matter area of the AP course (e.g., AP Physics, AP Calculus). Some schools will keep records of all classes according to certain numbering/classification systems.

Key Questions	Indicator	Data Element No.	Name	Entity Uses	Information Needed in Individual Student or Staff Records to Compute the Indicator
What did students learn?	Average subject area proficiencies by grade level (e.g., state or local tests)	191	Assessment content	Assessment	This indicator seeks information regarding the subject area of a test (assessment content), the subtest type (e.g., reading comprehension, vocabulary), and the date when the test was given. It also asks for information concerning student proficiencies on different subject matter areas. Thus, test scores and the measure in which scores are presented (e.g., letter grade, percentile rank) are needed. The grade level of a student when the test was taken is reflected through the data element "grade level when assessed."
		192	Subtest type	Assessment	
		194	Grade level when assessed	Assessment	
		201	Administration date	Assessment	
		209	Reporting method	Assessment	
		210	Score results	Assessment	
	Percent of students meeting state and local achievement standards by school, family, income range, grade level, etc.	013	Identification number	School	First, state or local achievement tests are identified through the use of "assessment type." Second, information of whether a student meets the state/local standards could be obtained from the student's actual test scores and the score scales (reporting method). This indicator also needs information regarding student demographics such as race/ethnicity, gender, grade level, and the types of support service received. Usually, each school is given a number by the school district for identification purpose.
		014	Identification system	School	
		015	Race/Ethnicity	Student	
		017	Sex	Student	
		189	Assessment type	Assessment	
		194	Grade level when assessed	Assessment	
		209	Reporting method	Assessment	
		210	Score results	Assessment	
		322	Student support service type	Program/Service	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What did students learn?	Percent of students taking rigorous core curricula (including 4 Mathematics, 3 Science, 4 English, 3 Social Studies, 0.5 Computer)	013	Identification number	Class	Whether a student is taking the core curricular classes. Some schools keep records of all classes according to certain numbering/classification systems, besides a title attached to a class.
		014	Identification system	Class	
		124	Descriptive title	Class	
Are students prepared for further education?	Percent of students taking college entrance examinations	188	Purpose	Assessment	The title of a test (e.g., Scholastic Assessment Test, SAT) which identifies it as a college entrance examination, or the purpose of a test stating that it is for admission to a higher education program.
		190	Assessment title	Assessment	

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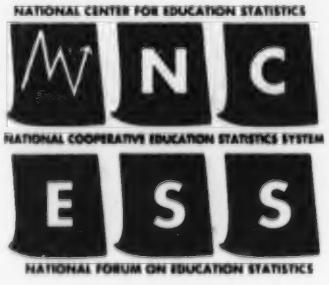
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